

WHAT DOES IT MEAN TO BE WELL IN SCHOOL?
AN EXPLORATION OF MULTIPLE PERSPECTIVES
ON STUDENT WELLBEING
IN A NEW ZEALAND SECONDARY SCHOOL CONTEXT
A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE

Doctorate of Philosophy in Education

in the School of Educational Studies and Leadership

Anne Kathryn Soutter

University of Canterbury

April, 2013

TABLE OF CONTENTS

CHAPTER ONE	1
INTRODUCTION	1
Background.....	1
Statement of the Problem.....	2
Purpose of the Study.....	3
Research Questions.....	5
Structure of the Thesis.....	6
Chapter Summaries.....	7
Chapter 2 – Defining Wellbeing from a Scholarly Perspective: Review of Literature and Relevant Research.....	7
Chapter 3 – Research Design and Methodology.....	8
Chapter 4 – Defining Wellbeing from a Secondary Education Curriculum Perspective.....	8
Chapter 5 – Defining Wellbeing from a Youths’ Developmental Perspective.....	8
Chapter 6 – Student and Teacher Experiences of Wellbeing in Secondary School.....	9
Chapter 7 – The Student Wellbeing Model.....	9
Chapter 8 – Conclusions and Future Directions.....	9
 CHAPTER TWO	 10
DEFINING WELLBEING FROM A SCHOLARLY PERSPECTIVE: REVIEW OF LITERATURE AND RELEVANT RESEARCH	10
Introduction.....	10
What is meant by ‘wellbeing’?.....	11
Distinguishing health and wellbeing.....	11
Philosophical perspectives of wellbeing.....	11
Philosophical considerations for educational practice.....	12
Wellbeing in contemporary academia.....	13
What is meant by ‘youth’?.....	14
What is meant by youth, and how are youth situated in wellbeing research?.....	17
Situating the study of youth wellbeing in education.....	17
Domains of wellbeing: An organisational framework.....	19
Having: How does wellbeing relate to what one has?.....	20
What is the role of youth having in youth wellbeing?.....	21
How does having affect relationships between wellbeing and youths’ educational experiences?.....	22
Being: How does wellbeing relate to who one is, has been, and will be?.....	23
Is youth wellbeing predictive of adult wellbeing?.....	23
What is the role of autonomy in youths’ educational experiences?.....	24
Relating: How does wellbeing relate to whom, to what, and to where one is connected?.....	26
Interpersonal Relationships.....	26
Connections to institutions or places.....	27
Relationships as meaning.....	28
Thinking: How does wellbeing relate to how one thinks?.....	29
Can youth choose to be well?.....	30
If I think well, am I therefore well?.....	30
Feeling: How does wellbeing relate to how one feels?.....	31
Do feelings contribute to, reflect, or result from wellbeing?.....	32
Is there room for emotion in education?.....	33
Functioning: How does wellbeing relate to how one spends one’s time?.....	33

What types of activities enhance wellbeing?.....	33
Does the quality of time spent matter more than the involvement?.....	33
Striving: How does wellbeing relate to what one is striving for, and for whom?.....	34
Are happy students well students?.....	35
Is wellbeing an end to be pursued or one's life (well-lived) itself?.....	35
A conceptual framework of wellbeing.....	36
Conclusion.....	37
 CHAPTER THREE.....	 38
RESEARCH DESIGN AND METHODOLOGY.....	38
Aim of the Study.....	38
Research Questions.....	38
Methodology.....	39
Naturalistic Inquiry.....	39
Case Study.....	39
Natural Setting.....	40
The Role of the Researcher.....	40
Knowledge, the Knower, and the Nature of Knowing.....	41
Methods.....	42
Question 1: How is wellbeing defined in the academic community?.....	42
Hypothesis.....	42
Method.....	42
Analysis.....	44
Question 2: How is wellbeing defined and applied in the New Zealand Curriculum and by the participating school's curriculum?.....	42
Hypothesis.....	42
Method.....	42
Analysis.....	44
Question 3: How do students define wellbeing?.....	45
Question 4: How do students define wellbeing in relation to their educational experiences?.....	45
Hypotheses.....	45
Method.....	45
Setting and Participants.....	45
Setting.....	45
Context.....	47
Participants.....	47
Students.....	47
Teachers.....	48
Data Collection.....	48
IE & 13 Eg classroom observations.....	49
Document analysis.....	49
Interviews.....	50
IE participant observation.....	50
IE participant observation procedure.....	51
Analysis.....	52
Considerations for Research with Human Subjects.....	53
Trustworthiness.....	53
Transferability.....	54
Ethics.....	54
Conclusion.....	55

CHAPTER FOUR	56
DEFINING WELLBEING FROM A SECONDARY EDUCATION CURRICULUM PERSPECTIVE	56
Introduction.....	56
Focus of Inquiry.....	56
Developmental and cultural influences.....	57
Local control and governance.....	57
Extensive curricular change.....	58
Findings.....	59
Part I: Explicit references to wellbeing.....	59
Vision.....	60
Health and Physical Education learning area.....	60
The School Curriculum: Design and Review.....	61
Future-focused issues.....	61
Tertiary education and employment.....	62
Cross-sector alignment.....	63
Part I Summary.....	65
Part II: Implicit references to wellbeing.....	66
Vision: “What we want for our young people”.....	66
Values: “To be encouraged, modelled, and explored.....	66
Key Competencies: “Capabilities for living and lifelong learning”.....	67
Principles: “Foundations of curriculum decision making”.....	68
Discussion.....	69
Question 1: Does the NZC represent a view of wellbeing, unique to the New Zealand education sector?.....	70
Question 2: How might new understandings of wellbeing impact on current education policy and practice across cultures?.....	71
Question 3: In what ways might a New Zealand education-influenced perspective inform the current theoretical and empirical work on wellbeing?.....	72
Conclusion.....	73
 CHAPTER FIVE	76
DEFINING WELLBEING FROM A SECONDARY STUDENT PERSPECTIVE.....	76
Introduction.....	76
Why study wellbeing in school?	76
Findings.....	78
How do students conceptualise health?	78
How do students conceptualise wellbeing?	78
Understandings of wellbeing from a three-day teaching and learning event.....	79
Visual art.....	79
Small-group discussion.....	81
Question 1: What is your definition of wellbeing?.....	81
Question 2: How would you describe someone with wellbeing?.....	82
Question 3: How does one have/get wellbeing?.....	82
Hauora model walkabout.....	83
Emergent Themes.....	85
Conclusion	86

CHAPTER SIX	90
STUDENTS' AND TEACHERS' PERSPECTIVES ON WELLBEING IN A SENIOR SECONDARY ENVIRONMENT	90
Introduction.....	90
Findings.....	91
Wellbeing assets: Having, being, and relating well.....	91
Having well.....	91
Being well.....	93
Relating well.....	95
Wellbeing appraisals: Feeling and thinking well.....	97
Feeling well.....	97
Thinking well.....	98
Wellbeing actions: Functioning and striving well.....	99
Functioning well.....	99
Striving well.....	102
Discussion.....	105
Conclusion.....	109
 CHAPTER SEVEN	 110
THE STUDENT WELLBEING MODEL: A CONCEPTUAL FRAMEWORK FOR THE DEVELOPMENT OF STUDENT WELLBEING INDICATORS	110
Introduction.....	110
The Student Wellbeing Model.....	110
Wellbeing assets.....	113
Having.....	113
Being.....	114
Relating.....	115
Wellbeing appraisals.....	116
Feeling.....	116
Thinking.....	117
Wellbeing actions.....	118
Functioning.....	118
Striving.....	119
Discussion.....	120
Considerations for Future Research Based on the SWBM.....	122
Methodological considerations.....	125
Conclusion.....	127
 CHAPTER EIGHT	 128
CONCLUSION	128
General Findings.....	128
Conceptual Framework of Wellbeing.....	128
The Student Wellbeing Model: A conceptual framework for the development of student wellbeing indicators.....	130
Specific Findings.....	131
Specific Research Questions.....	132
Question 1: How is wellbeing defined at the national curriculum level for secondary school students in New Zealand?.....	132

Hypothesis.....	132
Findings.....	132
Question 2: How do senior secondary students and their teachers define wellbeing?.....	133
Hypothesis.....	133
Findings.....	134
Question 3: How are students and teachers views of wellbeing linked to specific situations like school?.....	135
Hypothesis.....	135
Findings.....	135
General Conclusions.....	135
Theme 1: Wellbeing was experienced as a top-down judgment, with school staff and management as the wellbeing appraisers.....	136
Theme 2: Wellbeing was experienced in terms of its component parts, with aspects of wellbeing peripheral to educational experiences.....	137
Theme 3: Wellbeing was experienced as a product of, rather than as an emergent experience inherent in educational experiences.....	138
Implications of Themes.....	139
Limitations.....	140
Future Research Directions.....	141
Moving forward with the SWBM.....	143
Concluding Remarks.....	145

BIBLIOGRAPHY.....	146
--------------------------	------------

APPENDICES

Appendix A	Co-authorship form.....	171
Appendix B	Lesson plan for three-day teaching and learning event (Ch 5)	173
Appendix C	Student drawings from three-day teaching and learning event (Ch 5).....	180
Appendix D	Letters to/from manuscript reviews	189

LIST OF FIGURES

Figure 1.1	Thesis outline.....	6
Figure 2.1	Historical trends in 'wellbeing' (WB) and 'mental illness (MI) research over the past 50 years	14
Figure 2.2	Temporal trends in youth wellbeing research	18
Figure 2.3	Conceptual framework of wellbeing	37
Figure 3.1	A schematic view of the New Zealand Curriculum.....	43
Figure 4.1	Significant events in New Zealand's curriculum history.....	57
Figure 4.2	The key competencies: Cross-sector alignment.....	63
Figure 4.3	% of NZC indicators distributed across wellbeing framework categories.....	70
Figure 4.4	5 of NZC indicators distributed across wellbeing framework domains.....	70
Figure 5.1	Distribution of students' wellbeing responses across the seven wellbeing domains of the conceptual framework.....	82
Figure 7.1	The Student Wellbeing Model.....	111
Figure 8.1	The Student Wellbeing Model.....	130

List of Tables

Table 2.1	Intra- and inter-disciplinary descriptors and constructs of wellbeing.....	16
Table 2.2	Guiding questions and focus topics for the seven domains of wellbeing.....	20
Table 3.1	Socio-economic factors used to determine school decile rank.....	46
Table 4.1	Seven domains of wellbeing, representative questions, and research-informed indicators in the cross-disciplinary wellbeing literature.....	59
Table 4.2	MOE definitions of 'wellbeing,' 'managing self,' and 'acting autonomously'	64
Table 4.3	Literature review- and NZC-informed wellbeing indicators.....	65
Table 4.4	Categorisation of NZC <i>vision</i> indicators within the conceptual framework.....	66
Table 4.5	Categorisation of NZC <i>values</i> indicators within the conceptual framework.....	66
Table 4.6	Categorisation of NZC <i>key competency</i> indicators within the conceptual framework.....	67
Table 4.7	Categorisation of NZC <i>principles</i> indicators within the conceptual framework..	68
Table 4.8	Categorisation of NZC indicators within the conceptual framework domains...	69
Table 5.1	Examples of students' visual images and phrases categorised into the seven domains of the conceptual framework for wellbeing.....	80
Table 5.2	Students' definitions of wellbeing from walkabout exercise.....	84
Table 5.3	Emergent themes organised according to wellbeing framework domains.....	85
Table 6.1	School-based, participant-informed indicators of wellbeing.....	106
Table 7.1	Examples of <i>having</i> informed by the literature, New Zealand Curriculum and New Zealand students and teachers.....	114
Table 7.2	Examples of <i>being</i> informed by the literature, New Zealand Curriculum and New Zealand students and teachers.....	115
Table 7.3	Examples of <i>relating</i> informed by the literature, New Zealand Curriculum and New Zealand students and teachers.....	116
Table 7.4	Examples of <i>feeling</i> informed by the literature, New Zealand Curriculum and New Zealand students and teachers.....	117
Table 7.5	Examples of <i>thinking</i> informed by the literature, New Zealand Curriculum and New Zealand students and teachers.....	119
Table 7.6	Examples of <i>functioning</i> informed by the literature, New Zealand Curriculum and New Zealand students and teachers.....	119
Table 7.7	Examples of <i>striving</i> informed by the literature, New Zealand Curriculum and New Zealand students and teachers.....	120
Table 7.8	Examples of student wellbeing indicators.....	121
Table 7.9	Examples of data sources for <i>having</i> and <i>relating</i> indicators.....	125
Table 8.1	Possible influences of the SWBM upon various sectors related to student wellbeing	144

ABSTRACT

Despite recognition that wellbeing and academic achievement are compatible educational goals, few education systems have clearly established how wellbeing can be meaningfully and purposefully implemented in educational experiences. The overarching aims of this thesis were to examine the relationships between wellbeing and senior secondary educational experiences, to develop a conceptual framework based on an extensive, multi-disciplinary literature review, to refine the framework through document analysis and experimental study, and to propose a model of student wellbeing that could support both researchers in the development of indicators to monitor student wellbeing and educators seeking to plan for and assess wellbeing-enhancing educational experiences. Implications for the use of the Student Wellbeing Model for the design and review of educational experiences at the classroom level are discussed.

ACKNOWLEDGEMENTS

It is a privilege to acknowledge those who have made meaningful contributions to the completion of this thesis, not to mention to my own understanding and experience of wellbeing. First, I extend heartfelt thanks to my supervisors, Billy O'Steen and Alison Gilmore, for their unyielding support, thought provoking insights, unflappable focus in times of major upheaval, and dedicated inbox space to my rather verbose correspondence.

Alison, your professional and centred approach to our interactions have been calming and reassuring, particularly when my "extracurricular" activities seriously challenged my abilities to feel balanced and "well." I am deeply thankful for your help in making concrete what had initially been a vaguely defined topic of interest. Wellbeing has been a poignant and incredibly interesting focus for my studies, and I hope to continue to better understand it and its relationships with education for years to come.

Billy, thank you for speaking "American" with me. Working with you has been a meaningful and enjoyable journey, and you have given me much to aspire to. I hope to someday emulate what I have seen as your ability to balance your estimable research, teaching, scholarship, and service to others with your devotion to your family. I look forward to continuing to collaborate with you on this, and many other efforts to better understand and improve educational experiences for students.

Researching the science and practice of gratitude has affirmed that from an appreciation of the positive things in life, hope, joy, peace, and balance springs eternal. Every day I am thankful for my partner, for my children, and for our near and distant family and friends. They have made this experience possible, and they have made it extraordinary. I am thankful for their willingness to listen to my musings, to offer their own insights (some of the most poignant emerging from baby babble and toddler-ese), and to read, edit, and ask in a hundred different ways, "What is it you are trying to say?" I am thankful for their willingness to work around a schedule that allows me to continue to have the personal time and space I need to exercise, reflect and meditate, sleep, study, and unwind.

To Nancy and Travis, thank you for sharing your expertise, experience, and insights with me. You have taught me how to write in ways that others will understand, and will be motivated to read. To Mom and Dad, you have both taught me so much about what it means to be a parent, and a partner. Through your unyielding support and love, I have had innumerable opportunities and experiences within and outside of the classroom that has provided me with the most solid foundation imaginable for my own wellbeing, as well as the wellbeing of our growing family.

To my children, thank you for all of the lessons you have shared with me during my time as a student-mom. Maddy, by watching you view the world with keen awareness and perceptivity, I have been

inspired to take great care with my thoughts, my actions, and my reactions. You have taken on the role of big sister with a level of responsibility and care that is far beyond your six years. Katie, your vivaciousness and creativity has helped me to find the positives, despite the inevitable challenges. Your bright and cheery, “It’s ok mommy,” along with your hugs remind me to broaden my perspective and to see the world for what it is – full of life, laughter and colour. You girls have been immersed in your own educational experiences as New Zealand students, and astound us daily with your insight, depth of passion for life, talents and budding interest, and inimitable accents. Zachary, you have reminded me to smile more than frown, to get excited at the sound of typing keyboards, and to always wake with a happy face. Thank you, too, for being a great sleeper. Baker, thank you for keeping me fit and for being such great company and timekeeper, lest I try to continue working through dinner.

To my partner, you have been a source of inspiration to me long before my enrolment. You have modelled for me what it means to be a principled scholar with a dedicated love of learning. You have helped me to appreciate the complexities inherent in balancing teaching with research, and work with family life, all the while sharing my enthusiasm for and love of learning. You have raised questions I never thought to ask, even when what I thought I needed was a simple answer; you have provided possible solutions to problems I had yet to even consider. You have also learned to just listen when I needed to get my thoughts straight. Above all, you have provided the support, encouragement and belief in me that this journey was not only possible with three kids, but would improve the wellbeing of us all through the experience. I look forward to a lifetime of educating for wellbeing with you.

PREFACE

Over the past three years, I have read, studied, and reflected upon wellbeing and its relationships with educational experiences. To me, the model that emerged through this research process just makes sense, and I have enjoyed contemplating its role in future research and curriculum design efforts. Considered attention to wellbeing as a complex, multi-dimensional phenomenon has considerably improved my own physical health, mental acuity, relationships, and work quality, as well as my ability to be emotionally “tuned in” to myself and to others. Attending to these aspects of my “wellbeing,” and to their relationships, has subsequently served to buffer against the many significant events that have come to characterise my PhD experience, not the least of which being the births of two children and the nearly 10,000 earthquakes and aftershocks that have taken place since my enrolment. My hope is that through the process of sharing this work with the academic community, I may have the opportunity to advance these ideas in collaboration with like minded colleagues, and possibly find a place for them to flourish so that student wellbeing becomes a living practice rather than simply a desired outcome of education.

CHAPTER ONE

INTRODUCTION

BACKGROUND

What does it mean to be well? This is a deceptively simple question. If one is asked, “How are you?” the perfunctory response is typically, “I am well, thank you.” Responding, “How so?” would not only violate conversational norms, but may also leave the person at a loss for words. Few people are able to provide a clear explanation of what it means for them to be well, beyond how they feel physically or mentally at that moment. They may contemplate the size of their pay check or ecological footprint, or they might refer to their work as a hospice volunteer. The diversity of responses this question elicits is not surprising; a clear and definitive answer has eluded philosophers and scientists for more than two thousand years.

While wellbeing has been studied for millennia, the last fifty years have witnessed particularly intense scrutiny and debate about the topic in public policy, particularly in relation to how it should be defined, measured and applied. Over this time, a consortium of wellbeing¹ scholars has emerged, with contributing members emanating from a wide range of disciplines including economics, psychology, sociology, philosophy, and the health sciences (de Chavez, Backett-Milburn, Parry, & Platt, 2005; Ryan & Deci, 2001). Research exploring wellbeing and related constructs such as happiness, life satisfaction, quality of life, and subjective wellbeing, addresses issues including physical and mental health (Barnekow et al., 2006; Buijs, 2009; G. Patton, Bond, Butler, & Glover, 2002; World Health Organization, 2009), character strengths and virtues (Peterson & Seligman, 2004), environmental integrity (Landorf, Doscher, & Rocco, 2008; Wade & Parker, 2008), extra-curricular involvement (B. L. Barber, Eccles, & Stone, 2001; Broh, 2002; Dolan, Peasgood, & White, 2008; Markstrom, Li, Blackshire, & Wilfong, 2005) and civic engagement (Bennett, Wells, & Rank, 2009; Dolan, et al., 2008; Flanagan, 2004; Pasek, Feldman, Romer, & Jaieson, 2008; Wilson, 2000). The rapidly expanding literature base puts common conceptualisations of wellbeing to the test; there is growing recognition within and outside of the academic community that being well involves far more than lucrative, or even stable earnings, happiness, or the absence of physical or mental illness (see Canoy & Lerais, 2007; E. Diener & Seligman, 2004; Helliwell & Putnam, 2004; 2007).

¹ A vast and growing body of literature is available which examines the term *well-being* and its close relative, *wellbeing*. The latter is used in this thesis, in line with the philosophy proposed by the founders of the journal, the *International Journal of Wellbeing*. They argue that the multi-disciplinary literature reflects a movement towards a dropped hyphen, and themselves choose to do so to avoid suggestion that well-being denotes an “opposite of ill-being” (International Journal of Wellbeing, 2012).

Emerging research appears to be influencing decision making on a national and international level, as is evident by the articulation of new social policies based on broader indicators of societal wellbeing than GDP rankings or epidemiological statistics (e.g. Cameron, 2010; Galay, 2007; Stiglitz, Sen, & Fitoussi, 2009; Thinley, 2007; Tierney, 2011; United Nations, 2010). Particularly since the United Nations (1989) articulated the Convention on the Rights of the Child, there have been numerous calls not only to include wellbeing in national and international statistical accounts (e.g. Cameron, 2010; E. Diener, Kesebir, & Lucas, 2008; F. Huppert et al., 2009; New Economics Foundation, 2009; Stiglitz, et al., 2009; United Nations, 2009), but also to develop positively framed wellbeing indicators suitable across the developmental trajectory (see Ben-Arieh, 2006; E. Diener & Seligman, 2004; Lerner, 2004). Until recently, a significant portion of the academic research and the social policies it has informed has focused on adults or children. Thus, questions remain regarding how contemporary wellbeing research relates to youth straddling the parameters of those developmental stages.

Century-old stereotypes of the teen years as a period of “storm of stress” (Hall, 1905) are still evident in some contemporary research that focuses on the specific influences upon adolescent ill-being rather than on the multiple, interacting factors that relate to their wellbeing (B. B. Brown, 2005; Steinberg & Lerner, 2004). Due to the influential work of Positive Youth Development and Positive Psychology scholars, for example, there is growing recognition that labelling young people in ways that highlight their problem behaviours, risk taking, or illness, is disempowering, and hinders their capacity to approach life’s inevitable challenges in wellbeing-enhancing ways (Ben-Arieh, 2008b; Eccles, Brown, & Templeton, 2008; Epstein, 2007; Lesko, 2001; Scales, 1999; Seligman, 2011; Steinberg & Lerner, 2004; Stevens et al., 2007). Today, many wellbeing scholars contend that ‘thriving’ and ‘flourishing,’ are useful terms that reflect a focus on preparing youth for a life well lived (P. L. Benson & Scales, 2009; Fredrickson & Losada, 2005; Keyes, 2005; Lerner, 2004). Yet, despite laudable efforts to develop a viable model of wellbeing for modern times, very few frameworks exist that integrate the breadth of scholarship and communicate findings to those outside of the wellbeing research community, namely practitioners in the field of education.

STATEMENT OF THE PROBLEM

The United Nations (1966, 1989, 2009) has established that both education, a central policy focus in most developed nations, and wellbeing, are basic human rights. Despite the high profile that international policy and research priorities place on both academic achievement and student wellbeing, empirical and theoretical research examining how wellbeing is defined and applied in educational policy is limited (see Awartani, Whitman, & Gordon, 2008; de Chavez, et al., 2005; Ereaud & Whiting, 2008; Fraillon, 2004; Konu & Rimpelā, 2002; Michalos, 2007; J. White, 2007). Moreover, to date, few nations or communities outside of the UK (Qualifications and Curriculum Development Agency, 2010) or New Zealand (Ministry of Education, 2007, 2008b) refer explicitly to wellbeing in their secondary school

curriculum. Thus, the degree to which the basic human rights of wellbeing and education are to be realised simultaneously in practice remains poorly documented and understood.

The lack of clear understanding of wellbeing that resonates with students and that is relevant to the school context in general, complicates efforts to plan for and monitor it effectively (Ereaut & Whiting, 2008; Fraillon, 2004; Konu & Rimpelä, 2002). Educationalists have typically relied on their own sector-specific measures to gauge student wellbeing, a concept more commonly discussed in education in terms of academic achievement, success or engagement. As has been the case for much of the last century, many educational systems focus largely on delivering curricula that will prepare youth for their future roles as workers and citizens (Pinar, Reynolds, Slattery, & Taubman, 2006; J. White, 2003). Under the traditional schooling model, this has translated into teachers transmitting accumulated knowledge in core subject areas such as literacy and numeracy (Goodlad, 2004; Tyack, 1974). In today's accountability culture, test scores, attendance records, university entrance trends and international league tables are examples of common metrics. Learning to be skilful, capable and knowledgeable is foundational to education, and for life, and these are uncontested examples of what most taxpayers expect of their public school graduates. Less is known, however, about how these relate to the commonly referenced, but more vaguely defined, goals of personal, economic, societal and environmental wellbeing. In fact, considering that schooling is often viewed as the primary pathway by which many societal aims are to be realised, understanding how they relate to wellbeing is a compelling and timely issue. An important next step for scholars and educationalists is to build from emerging findings to establish a wellbeing discourse that is relevant to the school sector, and can be used to develop educational experiences that enhance and sustain wellbeing within and beyond the schooling years.

One of the emerging challenges for researchers and practitioners is to determine whether considered attention to defining and monitoring student wellbeing can affect positive change for youth or have the potential to do so. Recent scholarship suggests that education is recognised as a key factor in developing capacities not only for work and civic engagement, but also for experiencing a flourishing life (S. Burke, 2009; Department for Education, 2011; Eccles & Roeser, 2011; Mind Matters, 2011; Ministry of Economic Development, 2006; Ministry of Education and Culture, 2003; OECD, 2009; Seligman, Ernst, Gillham, Reivich, & Linkins, 2009; UNICEF, 2007; United Nations, 2009; J. White, 2007; World Health Organization, 2011; Wyn, 2007). To build upon these understandings, important questions must be addressed. What is wellbeing? How do educational experiences influence understandings and experiences of wellbeing? How can wellbeing be measured in educational contexts, particularly in relation to operating assessment programmes? Answers to these questions may inform the creation of positively framed models that draw upon empirical and theoretical research, reflect the perspectives and experiences of youth, and can complement existing educational practices and assessments.

PURPOSE OF THE STUDY

Of particular interest to me is the wellbeing of a specific population of youth: the secondary school student. In fact, the focus of this research was largely influenced by my experiences working with youth as a peer advisor, swimming instructor, camp counsellor, university residence hall advisor, middle and high school teacher, university academic advisor, high school guidance counsellor, and university tutor. I gained new insights, experience, and maturity through these diverse roles. Nevertheless, I found myself increasingly concerned that while I was providing a respectable educational experience by the book, I was falling short of educating the ‘whole’ person. At my most recent position, a high profile school with a proven track record of ‘success’ in sending students to well-known universities, high student stress levels were the norm, suicide attempts were taking place on a regular basis, and a number of students were presenting signs of unhealthy behaviours such as disordered eating, drug and alcohol abuse, cutting, and truancy. Preparing my students to achieve academically was unquestionably part of my job description, but I was less certain about the degree to which I could attend to their overall wellbeing. I was at a loss as to where (or if) to begin, but I knew the most logical approach was to work with what was already available; to help students to identify, develop and complement their personal strengths and interests and practice using them as tools to face and overcome challenges within and outside of school.

Having recognized that many educators shared my interest in the whole student and finding that resources to help toward that end were limited, I embarked on a journey of inquiry to address these concerns. Through my PhD research, I have aimed to investigate how senior secondary students and their teachers make meaning of and experience wellbeing in relation to their educational experiences at the senior secondary level. By drawing upon students’ and teachers’ perspectives, it is anticipated that a better understanding of what it means to be well in school today can inform the development of a research and communication tool that can assist in the design, implementation, and measurement of educational experiences that empower students to become agents of their own wellbeing.

In addition to my early involvement with youth which sparked my interest in their wellbeing, recently, my community experienced two significant earthquakes and innumerable unnerving aftershocks. I have witnessed the impacts of these events on the lives and learning of school communities throughout New Zealand. For students and teachers struggling to concentrate on academic work, anxious about shifting foundations, damaged homes, and massive upheaval to their communities, life and learning well has taken on new meanings. Moreover, these events have confirmed that being well in school is intricately tied to wellbeing in the multiple and interwoven spheres of one’s life. Thus, I contend that an analysis of the meaning and applications of wellbeing in formal educational policy is timely, relevant, and essential to New Zealand educationalists.

The relevance of this aspect of the larger research endeavour extends beyond New Zealand's borders, however. Although I examine in close detail a specific schooling context, the study serves as an example of an analytical exercise based on an established wellbeing model, which could be adapted to different environments. In so doing, I hope to stimulate discussion about the role education plays in developing and enhancing students' capacities for experiencing wellbeing within and outside of school.

RESEARCH QUESTIONS

This study was framed by the following General and Specific research questions:

General Research Question:

What are the different perspectives on student wellbeing in a New Zealand secondary school context?

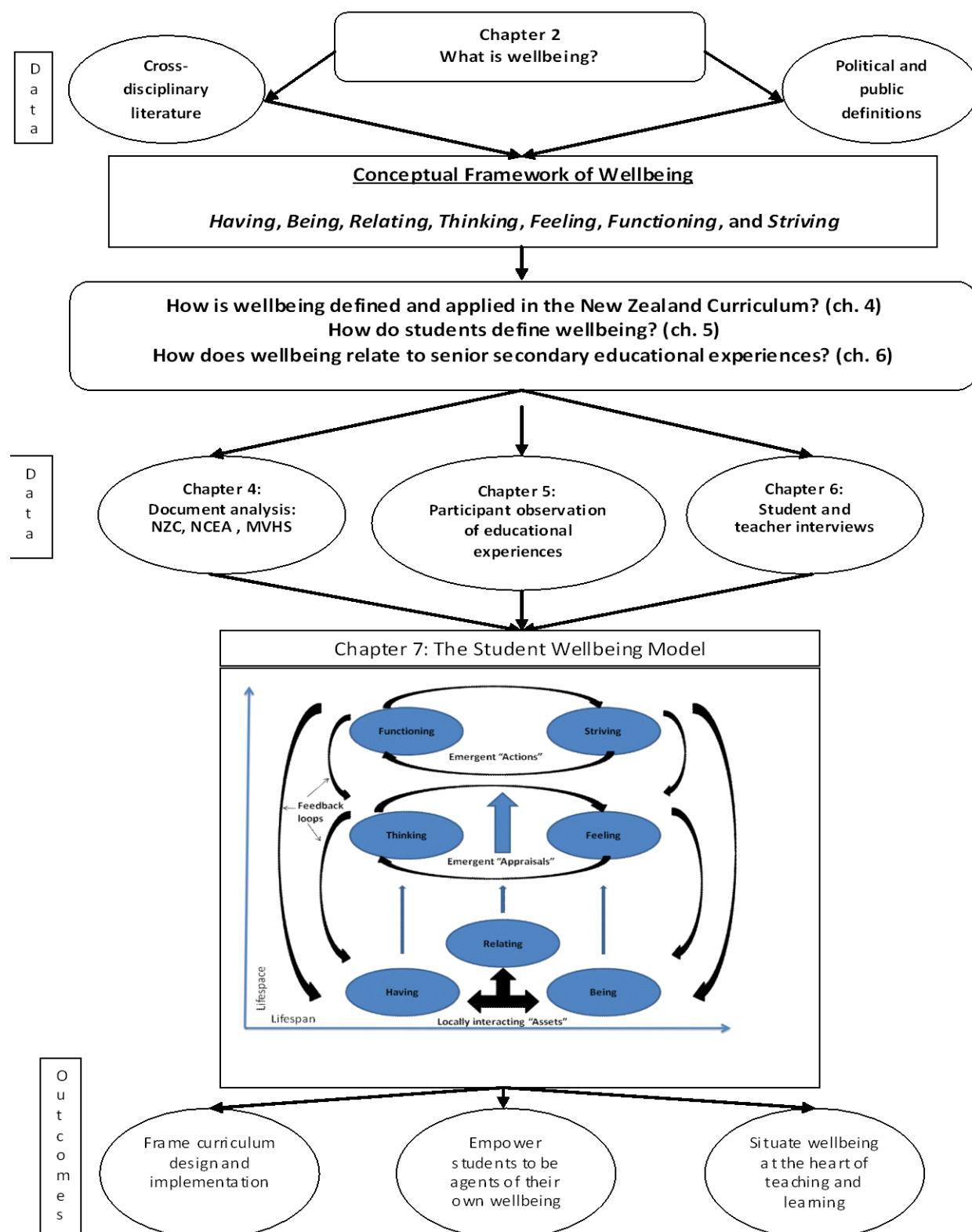
Specific Research Questions:

1. How is wellbeing defined at the national curriculum level in New Zealand and does this definition resonate with earlier and later conceptualisations of student wellbeing in New Zealand schools?
2. How do students and their teachers in a single secondary school define and experience wellbeing?
3. How are students' and teachers' views of wellbeing linked to specific situations like school?

Figure 1.1 represents a visual outline to orient the reader to how the General and Specific Research Questions are addressed in this thesis. Each of the main chapters of the thesis addresses a specific aspect of the larger question: how is wellbeing understood and experienced by students today? The topic of inquiry is approached systematically, viewing this larger question from four points of view: the scholarly academic (chapter 3), the curriculum (chapter 4), developmental (chapter 5), and experiential (chapter 6). These chapters build toward an integrative model of wellbeing (chapter 7). Findings that emerged from this process are drawn upon to offer suggestions for the design and implementation of educational experiences that encourage and support wellbeing.

STRUCTURE OF THE THESIS

Figure 1.1 Thesis Outline



While this thesis is presented as a coherent body of work, some of its content has also resulted in five published manuscripts, each of which represents one vantage point of the larger research question. This was a considered decision. My aim was to break down the larger research question guiding my thesis into more specific questions that explored particular aspects and that ended up being well suited to manuscript submissions to journals in this field. I found this to be an extremely rewarding and educationally informative approach. Reviewers and editors provided invaluable feedback that improved both the content and delivery of my work. Questions were raised through this process that assisted me in building an effective argument. Moreover, this process kept me in touch with the developments of the field. I felt I was able to engage with a community of scholars that together were seeking to develop greater understanding of what was believed to be an important and timely topic.

At the time of submitting the thesis, it is exciting to report that material from it has resulted in five publications in internationally recognised, peer-reviewed journals. For four of the publications (using material from chapters 3, 4, 6, & 7), my supervisors, Billy O'Steen and Alison Gilmore, are listed as second and third authors because I valued their editing suggestions and thought provoking questions, which have proved to be a rich part of the research supervision experience for me (for the co-authorship form that defines their roles, please see Appendix A). While the content, format, writing, and revising of those four chapters has required the typical solitary effort that defines a PhD thesis writing endeavour, by setting peer-reviewed publications of these chapters as a goal, it has given me a particularly sharpened focus to my interactions with Billy and Alison. For the fifth publication (chapter 5), I was the sole author.

CHAPTER SUMMARIES

The following is a brief introduction to the thesis's chapters, including footnotes with the journal information where material from the chapters has resulted in publication.

Chapter 2 – Defining Wellbeing from a Scholarly Perspective: Review of Literature and Relevant Research²

Wellbeing has been a topic of scholarly interest for Eastern and Western scholars for more than two thousand years, thus a vast base of scholarship exists exploring what it means to be well. Chapter 2 presents a review and analysis of the philosophical, economic, psychological, sociological, and health sciences literature on wellbeing, and identifies the seven emergent themes (domains). This chapter serves two purposes: 1) to orient the reader to literature and research relevant to the research aims, and 2) to present literature and research pertinent to the research questions. With respect to the second point, it this chapter is unique among many dissertations in that it represents analysis of an important source of data that informed the development of the model presented in the final chapter. Drawing upon the

² (Soutter, Gilmore, & O'Steen, 2011)

emergent themes, a conceptual framework is proposed with which to explore the data in the following chapters.

It is important to note that this research endeavour was an iterative process. The review of the literature is presented prior to the methodology chapter in this thesis to better align with a traditional thesis format. However, the review of the literature was part of the larger research endeavour, taking place alongside data collection from a year-long school-based study.

Chapter 3 – Research Design and Methodology

In the research design and methodology chapter, I introduce the theoretical stances informing my approaches to the research in general, the questions that frame my approaches, and the methods used to investigate them.

Chapter 4 – Defining Wellbeing from a Secondary Education Curriculum Perspective³

Chapter 4 presents an analysis of the uses and contexts of wellbeing in the national curriculum statement framing the educational experiences of the participating school: *The New Zealand Curriculum for English-medium teaching and learning in years 1-13* (Ministry of Education, 2007). The conceptual framework introduced in chapter 2 serves as the analytical tool, and comparisons between the wellbeing “indicators” identified in the literature review, and those represented by the language of the NZC are made.

Chapter 5 - Defining Wellbeing from Youths’ Developmental Perspective⁴

Chapters 2 and 4 build towards a working definition of wellbeing, grounded in the literature, and refined through analysis of New Zealand educational policy and practice. Chapter 5 examines areas of alignment between these literature- and curriculum-based interpretations of wellbeing and those held by the students receiving the curriculum. This chapter details the findings from a participant observation study, conducted over three days, during which data were collected via multiple methods, including visual art, small- and large- group discussions, and simulated debate. Areas of alignment between students’ views and the conceptual framework are explored, and domains receiving particular attention by the students are highlighted.

³ (Soutter, O'Steen, & Gilmore, 2012)

⁴ (Soutter, 2011)

Chapter 6 – Student and Teacher Experiences of Wellbeing in Secondary School⁵

The study detailed in chapter 5 focuses on students' views of wellbeing in general, without particular attention to the schooling context. Chapter 6 presents a broader scope of findings from a year-long investigation into how students and their teachers understand and experience wellbeing in the senior secondary environment. The influence of the schooling context on how students and their teachers think about, discuss, and experience wellbeing provides the focus of analysis in this chapter. Again, the conceptual framework provided a lens through which to view the data, and findings are considered for the ways in which participant-informed data align with the literature and the curriculum.

Chapter 7 – The Student Wellbeing Model⁶

Chapter 7 presents the Student Wellbeing Model (SWBM), a version of the conceptual framework proposed in chapter 2 that has been refined and revised based on findings from the studies articulated in chapters 4-6. In this chapter, the SWBM is considered for its use in future research and development of indicators that can be used to monitor student wellbeing. In this respect, chapter 7 serves as the gateway to the next steps in my research career. My intention is to draw from chapter 7 to inform the grant writing process in order to support my work in the development of the SWBM into an instrument for educators to use to plan for and monitor student wellbeing.

Chapter 8 – Conclusions and Future Directions

The final chapter revisits the research questions outlined above and assesses how they address the overarching question guiding this thesis. Some suggestions are made about the ways in which some aspects of senior secondary educational experiences might be changed to better enhance and sustain wellbeing and, consequently, students' achievement of educational goals. Additionally, possibilities for future research are explored.

⁵ (Soutter, O'Steen, & Gilmore, in press)

⁶ (Soutter, O'Steen, & Gilmore, 2013)

CHAPTER TWO

DEFINING WELLBEING FROM A SCHOLARLY PERSPECTIVE: REVIEW OF LITERATURE AND RELEVANT RESEARCH

INTRODUCTION

The purpose of this research is to understand how wellbeing is understood and experienced in the senior secondary context. Towards these ends, a range of research and literature relating to wellbeing in general, and to youth in particular, was reviewed. This chapter provides a review of a selection of wellbeing literature emanating from the fields of economics, psychology, sociology, education, and health sciences. Each discipline offers perspectives and contextual framings relevant to the aims of this research – to understand the relationships between wellbeing and the educational experiences of high school-aged youth. Findings from other fields, or from scholarship prior to 1999, were included when needed to provide contextual background or to reference seminal works. Guided by an interest in the enhancement and promotion of high school-aged youth's wellbeing, the review excluded research focusing on the causes and correlates of youth ill-being. Wellbeing related scholarship was reviewed within the following databases: Education Research Complete, Econ Lit, Psych Info, Sociological Abstracts, and Web of Science, as well as the World Database of Happiness (Veenhoven, 2009). The literature search took place between December, 2009 and August, 2010, following a year-long period of participant observation in a co-educational secondary school in New Zealand.

The search terms *well-being*, *happiness*, *life satisfaction*, and *quality of life*, *youth*, *adolesc**, *high school*, and *secondary school* were used to locate relevant scholarship. Thereafter, the ancestry method was used to locate additional studies (Cooper, 1998). Coding and analysis of the themes that emerged from the literature review occurred as an 'eclectic' (Tesch, 1990) process that occurred simultaneously and iterative with data collection, data interpretation and report writing (Cresswell, 1998; Miles & Huberman, 1994). Data were continuously reduced and interpreted, decontextualized, and recontextualized (Tesch, 1990). A conceptual framework was developed that encapsulated the themes that emerged. This was reported in the previous chapter. The themes that emerged were then continuously compared with the data as they were reanalyzed and reinterpreted.

The review of the literature and relevant research is organised into five sections. The first section provides an overview of some definitions, common assumptions about and conceptual foundations of wellbeing and the diverse population of people in whom I am interested - youth. In the second section, I locate the study of youth wellbeing in school within the broader fields of youth wellbeing, and wellbeing studies in general. In the third section, seven domains of wellbeing that emerged thematically from the literature review and research are presented. In the fourth section, a cross-disciplinary selection of research is offered to illustrate wellbeing through the lens of each domain, and scholarship of particular

relevance to older youth in educational settings is highlighted. Within each domain, possible implications for future education research and practice are considered. A conceptual framework to illustrate the connections among the domains is introduced in the final section. This synthesis of the literature offers educators, as well as other stakeholders, with access to a large body of scholarly enquiry from which to draw conclusions, make recommendations, and develop educational experiences designed to enhance the wellbeing of youth.

What is meant by ‘wellbeing’?

Distinguishing health and wellbeing

It is not uncommon for wellbeing to be conjoined with the term, health, a conceptual pairing likely influenced by the World Health Organization’s (1946, p. 100) definition of health: “the state of complete mental, physical and social well-being not merely the absence of disease or infirmity.” The WHO definition was ahead of its time in that it framed health as a positive and a multi-faceted construct (Huber et al., 2011). In the health sciences community, there have been mounting concerns about what are argued to be the WHO definition’s limitations, such as the rare circumstance that people achieve “complete” health, not only due to better diagnostics, but also because disease patterns have changed to reflect more chronic diseases rather than the acute diseases that burdened the majority of the population half a century before (Huber et al., 2011, Smith, 2008; Kanungo et al., 2010). Critics further argue that the term “complete” hinders abilities to successfully operationalise or measure health (Jadad & O’Grady, 2008; Smith, 2008).

Despite these criticisms, the WHO definition has yet to be amended, and the terms *health* and *healthy* remain important constructs to frame youth research and programme development. Evidence of the influence of these terms can be found in the growing support for Health Promoting Schools (HPS), a ‘settings-based’ approach guided by the World Health Organization’s Global School Health Initiative (World Health Organization, 2013) that encourages schools to “capitalise on their roles” to “generate awareness of the linkages between health and the environment, to improve upon the school environment given these concepts and to facilitate the inclusion of best practices in the wider community.” In New Zealand, schools have engaged with HPS programmes since 1991, and in 2009, nearly 70% were involved (Ministry of Health, 2012). However, in 2010, the Ministry of Health commissioned a strategic framework to address concerns about lack of infrastructure and robust evaluation (ibid.). Through this commissioned study, the Ministry of Health (Ministry of Health, 2013) aims to improve both health and educational outcomes through the development of a “national strategic framework” that would build upon best evidence-based practices drawing upon a “comprehensive research, advisory and consultation process based on an international literature review. This Ministerial focus suggests health remains a contested term in need of theoretical and empirical examination, particularly given its importance as a key indicator in the status of societies (Awofeso, 2005; Huber et al., 2011).

HPS policy and related literature typically utilises language such as supporting “healthy schools” aiming to support students’ “health and wellbeing” (Barnekow, et al., 2006). Notably, in the HPS literature, the relationship between health and wellbeing is not clearly established. In New Zealand, for example, the Ministry of Health (2007) articulates that within the HPS programme, wellness is “considered within a critical public *health* perspective that favours the wider social, cultural, political and economic factors influencing *well-being* (emphasis added). This definition is representative of those that draw close parallels between health and wellbeing. However, like many others, it also reflects a tendency observed in the health literature to frame wellbeing as separate; specifically wellbeing as an *outcome* of healthy conditions and circumstances. The lack of certainty into how health should be defined or applied in the school contexts suggests the New Zealand Ministry’s commissioned focus is timely and necessary, creating an important opportunity to explore how health- and education-related outcomes are related. At the same time, the lack of clarity around the term health also reinforces the importance of critically evaluating how conceptually related terms, such as wellbeing, are to be defined, delivered, and measured in the school context.

Philosophical perspectives of wellbeing

Philosophers from the ancient traditions theorized extensively about wellbeing, generally defining it as what is good, or what is good for you (Crisp, 2008). Contemporary philosophers have further developed these lines of inquiry, categorizing wellbeing in numerous ways (e.g. Haybron, Eid, & Larsen, 2008; Parfit, 1984; Scanlon, 1993). Within the wellbeing literature, scholars draw primarily upon two philosophical perspectives: the *hedonistic* tradition, with its roots in the writings of Epicurus (b. 341 BCE), and the *eudaimonic* tradition, traced to Aristotle’s *Nicomachean Ethics* (Nussbaum, 2005; Peterson & Seligman, 2004; Ryan, Huta, & Deci, 2008; Ryff & Singer, 2008). The *hedonistic* perspective is evident in utilitarian philosopher Jeremy Bentham’s (1996) *felicific calculus*, which computed wellbeing as a balance of pleasure over pain (e.g. Edgeworth, 1967; Jevons & Black, 1970). This philosophical tradition appears in the current research as hedonic psychology (e.g. Kahneman et al. 1999), and focuses on happiness, the presence of positive affect, and the minimal presence of negative affect. The bulk of this research addresses adult happiness, though recent scholarship is beginning to include children and youth (Ben-Arieh & Goerge, 2006; Chaplin, 2009; Gilman & Huebner, 2003; E. S. Huebner, Suldo, Smith, & McKnight, 2004; Park & Peterson, 2006).

While *hedonic* perspectives typically represent wellbeing as a particular outcome (happiness or pleasure), the *eudaimonic* perspective considers wellbeing as a way of living: characterized by Aristotle as a life of meaning, purpose, and virtue (Nussbaum, 2005; Ryan, et al., 2008). The *eudaimonic* perspective appears in the work of scholars examining constructs such as quality of life, and both domain-specific and global life satisfaction (Keyes, 2005; Vella-Brodrick, Park, & Peterson, 2009). With respect to youth, the

theoretical influences of the *eudaimonic* perspective are noted in research concerning motives and goals (Deci & Ryan, 2008; Peterson, Park, & Seligman, 2005; Ryan, et al., 2008; Ryff & Singer, 2008), and Positive Youth Development (PYD) (P. L. Benson & Scales, 2009; Eccles & Wigfield, 2002). Personal and social assets identified by PYD and the National Research Council (NRC), for example, closely parallel Aristotle's "human excellences" (C. Benson, 2003; Eccles & Wigfield, 2002).

Nussbaum and Sen's (1993) capability approach also aligns with the *eudaimonic* perspective (Canoy & Lerais, 2007). According to Sen (in Nussbaum & Sen, 1993), wellbeing relates to a person's "capabilities" to achieve "functionings," or what a person manages to do or to be in life given situational affordances. Nussbaum (2000) draws upon the Aristotelian notion of the good life to specify ten universal elements of wellbeing: life; bodily health; bodily integrity; senses, imagination and thought; emotions; practical reason; affiliation; other species; play; control over one's environment (political and material). The capabilities approach has been instrumental in shaping international policy on wellbeing (e.g. the United Nation's Human Development Index), and is reflected in the work of many political theorists, philosophers, and social scientists. Intended to represent capabilities that should be supported by all democracies, Nussbaum's (2000) work also informs education policy statements worldwide. Despite these applications in academic and political arenas, limited evidence demonstrates how, or even if, the capabilities perspective on wellbeing resonates with youth in educational settings.

While some scholars consider *hedonic* and *eudaimonic* perspectives to be distinct constructs, others argue that the two relate in significant, albeit complex ways (Haybron, et al., 2008; Keyes, Shmotkin, & Ryff, 2002; Peterson, et al., 2005; Ryan & Deci, 2001; Waterman, 1993, 2007). Martin (2008) argues that multiple paradoxes exist within widely-held beliefs about what will lead to wellbeing, particularly with respect to the tension between the pursuit of happiness and achieving it. That is, aiming for or even achieving happiness may be counter-productive and unfulfilling, pursuing it freely may compromise it, and our attitudes towards it may be more valuable than our assets (Martin, 2008). Moreover, current wellbeing indicators tend to emphasize one perspective, without addressing the complex and often competing influences on people's behaviours. Emerging models draw upon these ancient perspectives, but many incorporate new approaches applicable to today's diverse populations (e.g. Kesebir & Diener, 2008; Raz, 2004; Ryff & Singer, 2008; Seligman & Royzman, 2003). With exceptions, contemporary wellbeing scholars recognize that both philosophical perspectives resonate with people today, and that being conversant in each allows scholars and practitioners to reflect upon a wider range of values, needs and desires.

Philosophical considerations for educational practice

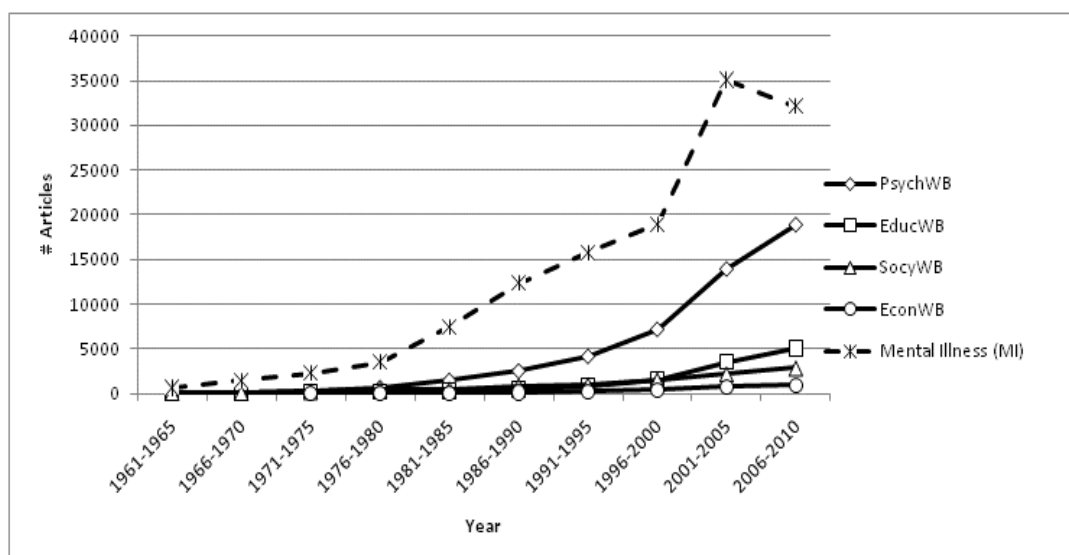
In the educational practice philosophical discussions of the value of learning in *hedonic* or *eudaimonic* terms are rare. However, there are interesting parallels to consider. Though generally accepted as

outdated, but still in use, the historical ‘factor-model’ approach to education reflects a hedonic philosophical perspective in that it is outcome-focused, based upon an essentially linear progression of delivery → learning → outcomes, some of which include content mastery, other broader educational outcomes construed in terms of education leading to a ‘happy’ life. A system predicated on outcomes lends itself to measurement, and few would argue that today’s educational system reflects a significant focus on assessment and evaluation. As a thought experiment, it may be useful to consider what an educational approach based upon a *eudaimonic* philosophical position would look like. Simplistically, instead of education conceptualised as a vehicle to some greater good, the ‘greater good’ and education would be inextricably tied, a “way of life” as it were. Notably, this perspective is reflected in John Dewey’s view of education as a “means-ends continuum” (Dewey, 1964).

Wellbeing in contemporary academia

Once the purview of philosophers, wellbeing now transcends traditional disciplinary boundaries. Health scientists and psychologists, for example, have expanded upon ancient debates about mind and body wellness, and current scholarship examines the influences of both affective and cognitive processes on how people rate their lives and lifestyles. Sociologists’ long-standing interest in social systems and roles is reflected in today’s wellbeing literature, and their development of cross sectional and longitudinal surveys have yielded important insights about the quality of life of diverse populations in multiple contexts. As illustrated in Figure 3.1, scholarship from these disciplines focusing on ill-being continues to outpace wellbeing related research. Nevertheless, rapid growth in wellbeing research has occurred over the last ten years, particularly in psychology (see Figure 2.1).

Figure 2.1: Historical trends in ‘wellbeing’ (WB) and ‘mental illness’ (MI) research over the past 50 years.



The following internet-based databases were used in this analysis: Socy= Sociological Abstracts; Education = Educational Research Complete; Economics= Econ Lit; Psychology = Psych Info. The following keywords were used in all searches: Wellbeing = (wellbeing, happiness, quality of life, life satisfaction); MI = “mental illness”*

Wellbeing is often interpreted in terms of *life satisfaction*, *quality of life*, *happiness*, and *subjective wellbeing*. Like wellbeing itself, these terms are considered to be complex and ambiguous, and they are also used frequently, widely, and at times interchangeably (e.g. Argyle, 2001; R. Layard, 2005; Michalos, 2007; Seligman, 2002; Sirgy et al., 2006; Tatarkiewicz, 1976; Veenhoven, 2009). Moreover, this rapidly growing lexicon does not always translate across disciplines, or even across the varied contexts in which it is employed. For example, *happiness* has historically been used more broadly by economists than psychologists studying depression, or sociologists studying health-related quality of life. In fact, Diener and his colleagues (2009) point to growing evidence suggesting that wellbeing measures are empirically distinct from other related constructs (see also Lucas, 2007; Lucas, Diener, & Suh, 1996). Nevertheless, these terms, and the measures used to study them, share similarities that allow scholarship from one area to inform understandings pertinent to wellbeing in general (see Table 2.1). In this thesis, the term *wellbeing* is used to represent the vast body of research that explores the construct and these unique, but related, phenomena.

Table 2.1: Intra- and inter-disciplinary descriptors and constructs of wellbeing

	Economics	Sociology	Psychology	Health Professions
Terminology used in relation to wellbeing	Wealth Happiness Welfare Utility Capabilities and freedoms	Quality of life - descriptive - evaluative Social indicators	Happiness/pleasure Subjective wellbeing Psychological wellbeing Life satisfaction Authentic happiness Positive Youth Development Developmental assets Flow Meaning	Health-related quality of life Physical and mental health
Methodology	Observed market behaviour Economic accounts Panel and longitudinal surveys United Nations: - Human Development Index New Economics Foundation: - Happy Planet Index Bhutan: - Gross Domestic Happiness	Panel surveys Cross-sectional surveys Census Data Child Wellbeing Index	Day Reconstruction Method Questionnaires Neuro-imaging Experience Sampling Methodology	Practitioner Report Physical examination Epidemiological Surveys Client/Practitioner/Carer Questionnaires
Objective Indicators	GDP Inflation rates Employment rates Trade deficit Cost of living index Ecological footprint Level of freedom Capabilities Cost/benefit analysis	Census data Demographics variables Educational qualifications Truancy rates Poverty/crime Youth pregnancy Level of democratic governance Child and youth indicators Social cohesion Religious Involvement Input/output indicators	Rates of depression Mental health Risk behaviours Genetic/birth factors - personality - birth order Relationship types Number of relationships	Practitioner report Blood Tests Epidemiological data - mortality - morbidity - life expectancy - health status at birth Health insurance data Health care costs Number of carers
Subjective Indicators	Happiness measures Preferences and decisions under risk and uncertainty Inter-temporal choice Time discounting	Domain-specific life satisfaction (e.g. work) Social trust Attitudes towards or beliefs about phenomena Perceived neighbourhood quality Distance impacts (e.g. commuting time)	Life satisfaction (cognitive and affective appraisals of specific or global domains of life) Relationship quality Flow Goal orientation	Self-rated health (number of good health days and bad health days) Carer's quality of life Faith in healing

What is meant by ‘youth’?

What is meant by youth, and how are youth situated in wellbeing research?

Similarly, many terms are used to describe youth including: *adolescents*, *late- or early-adolescents*, *young people*, *children*, *teenagers*, or *emerging adults*. Recently, the World Health Organization (2009) proposed the following broad distinctions: *adolescents* (10 to 19), *youth* (15 to 24), and *young people* (10 to 24). Clarifying terminology is useful, although reviewing literature focusing specifically on youth who straddle age cohorts remains a challenging task. Search engines vary considerably in the way they distinguish age groups. For example, neither Education Research Complete nor Econ Lit offer age as a limiting factor, ERIC provides age distinctions by grade levels or type of school, while Psych Info distinguishes three age cohorts: Adolescence (13-17), Adulthood (18 yrs and older), and Young Adulthood (18-29). While the term *youth* will be used throughout this article to represent the varied terms used above, my research interests led me to consider a specific cohort: youth, typically 17 and 18 year-olds, in their 12th and 13th year of compulsory schooling.

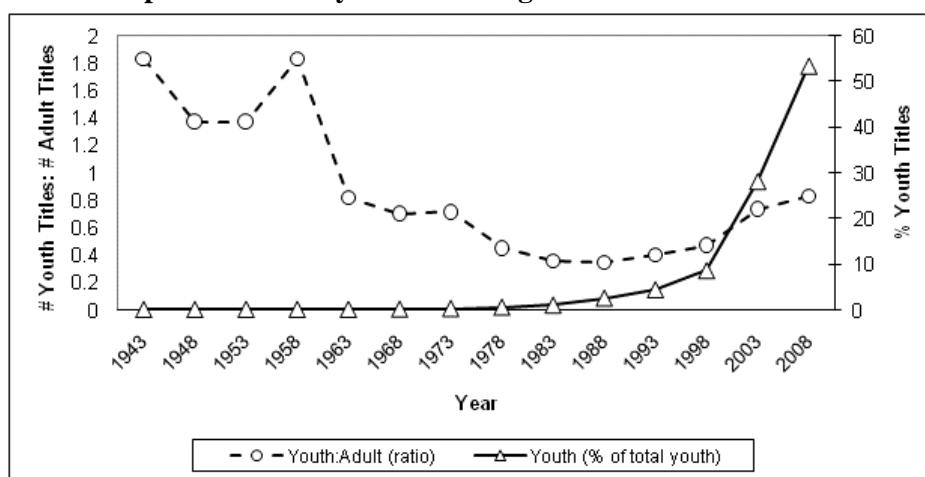
The period between childhood and adulthood is particularly unique given the complex interplay of physiological, social, and psychological transformations that occur during this time (Eccles, et al., 2008; Lerner, 2002; Richter, 2006). For example, Broderick and Blewitt (2006) argue that in addition to affecting levels of sexual interest, shifts in brain architecture and an upsurge in hormones also impact on cognitive and physical capacities. Furthermore, the roles and expectations for youth evolve through and beyond their compulsory schooling years, sometimes in contradictory ways (Stevens, et al., 2007). Older youth may have access to more freedoms, but also face more restrictions; these are often due to stereotypes regarding youths’ tendencies towards risky behaviours and lack of foresight (Epstein, 2007; Wagner, 2008). In addition, rapid demographic, socio-cultural and market-based changes have resulted in a broader population of youth assuming roles previously held primarily by immigrant youth. That is, they may be the family’s “expert” in technological innovations, or translator of cultural discourses with which parents may be unfamiliar (Arnett, 2001, 2004; Eccles, et al., 2008; Epstein, 2007; Furstenberg, Rumbaut, Settersten, & Rumbaut, 2005; Gilbert, 2005; Lerner & Overton, 2008; Wagner, 2008).

Not only are youth’s life experiences unique, but their goals, the processes by which they strive to achieve them, and the resources at their disposal, may all differ from those experienced by their teachers, parents, or even their peers and siblings (Bronfenbrenner, 1979; Erikson, 1959, 1968). Given these generational and contextual differences, adult-based wellbeing models may not be directly relevant to youth (Chaplin, 2009; E. S. Huebner, et al., 2004; Park, 2004; Petito & Cummins, 2000; Suldo, Shaffer, & Riley, 2008; Theokas, 2005). For example, some widely referenced indicators of wellbeing such as democratic participation in the political process (Frey & Stutzer, 2000, 2002b), or quality of work life for full-time employees (Sirgy, et al., 2006) typically do not apply. By highlighting the unique nature of

their lives and lifestyles, youth-centred research lays an important foundation from which to develop wellbeing indicators and models that resonate with people throughout the lifespan.

Historically, wellbeing research has focused on adult populations, and the youth-centred research that did exist focused largely on deficits. The United Nations' (1989) *Convention on the Rights of the Child* placed children on national and international policy agendas, however. Since then, youths' wellbeing has gained considerably more attention in scholarly inquiry (see Figure 2.2). Youth-related wellbeing scholarship is currently situated within fields known as Child and Youth Indicators (Ben-Arieh, 2008a), Positive Youth Development (Damon & Lerner, 2006; Peterson & Seligman, 2004), Life Satisfaction (Gilman & Huebner, 2003) and Youth Quality of Life (Proctor, Linley, & Maltby, 2009). Ben-Arieh (2008a) argues that until only recently, youth-centred research has tended to be framed in terms of future outcomes, or *well-becoming*, implying that the "good life" is something to be achieved in the future (see also Qvortrup, 1997). How well youth *are*, *have been*, and *will be* each warrant consideration, however, particularly given the complexity and uniqueness of the youth experience.

Figure 2.2: Temporal trends in youth wellbeing research



The following internet-based databases were used in this analysis: Sociological Abstracts; Educational Research Complete; Econ Lit; Psychology. Open triangles show the percentage of the total number of journal articles from all four databases, identified by a keyword search of articles published between 1943 and 2008 in 5-year intervals. The keywords searched were: Youth = (wellbeing, life satisfaction, happiness, quality of life) + (youth, adolesc*); Adult = (wellbeing, life satisfaction, happiness, quality of life) + adult*. Open circles show the ratio between the total number of youth wellbeing articles ($N = 10,368$) and the total number of adult wellbeing articles ($N = 15,013$) for the same time intervals and search criteria.

Adult- and youth-centred scholarship share many areas of convergence, however. For example, both draw upon relational and strengths-based approaches that complement decades of research on risk-reduction and resilience (B. B. Brown, 2005; Cottrell, Girvan, & McKenzie, 2009; Galambos & Leadbeater, 2000; Lerner & Overton, 2008; Steinberg & Lerner, 2004; Steinberg & Morris, 2001). Wellbeing scholars also point to human's inherent plasticity which allows people to adapt to dynamic

circumstances in ways that improve their wellbeing throughout the lifespan (Lerner & Overton, 2008). My aim is to highlight points of alignment in the wellbeing literature between youth-centred and adult-based models and extend the knowledge base to the realm of education, where focused wellbeing scholarship has only recently begun to emerge.

Situating the study of youth wellbeing in education

As an institution considered by some as a microcosm of society writ large, the school is held to high standards to equip youth to fulfil societal aims and to equip them with the skills and dispositions they will need to live and learn in the 21st century (J. Cohen, McCabe, Michelli, & Pickeral, 2009; Gilbert, 2005). Yet, as educational philosopher John Dewey argued more than a century ago, education is not something that prepares for life, it is a part of life. While educators undeniably have a future-focus for their students, youths' wellbeing has long been an educational creed (Dewey, 1964). Today, the term *wellbeing* appears in curriculum documents and frames mission statements of education associations worldwide. For example, wellbeing has been identified by the New Zealand Ministry of Education as an “essential learning area” (Ministry of Education, 2007), as a “responsibility of all” across learning in Scotland (Learning and Teaching Scotland, 2010), and as intricately related to personal development and success in the UK (Qualifications and Curriculum Development Agency, 2010). While the term *wellbeing* appears within curriculum documents or institutional goals, it remains unclear how, to what extent, or even if, high school students' educational experiences relate to it in today's schools.

DOMAINS OF WELLBEING: AN ORGANISATIONAL FRAMEWORK

This section presents data within a framework represented by common themes that emerged through the course of the review, identified in terms of the seven following distinct domains: *having*, *being*, *relating*, *thinking*, *feeling*, *functioning*, and *striving* (see Table 2.2). Some domains are identified by terms in common with existing models (e. g. Allardt, 1976, 1993; Cruz, Stahel, & Max-Neef, 2009; Fromm, 1976; Max-Neef, 2002; Max-Neef, Elizalde, & Hopenhyan, 1989). To reflect the emergent and dynamic nature of wellbeing, each domain is represented by terms in the active voice. Table 2.2 depicts guiding questions that illustrate each domain may be applied to wellbeing. In addition, for each domain, I identify examples of research foci which scholars have addressed in the past decade particularly relevant to high school-aged youth. To address the breadth and depth of scholarship offered within the wellbeing literature, I first present this review through the lens of these seven distinct domains.

Table 2.2: Guiding questions and focus topics for the seven domains of wellbeing

Having	How does wellbeing relate to what one has?	<ul style="list-style-type: none"> • What is the role of having in youth wellbeing? • How does having affect relationships between wellbeing and youths' educational experiences?
Being	How does wellbeing relate to who one is, has been, and will be?	<ul style="list-style-type: none"> • Is youth wellbeing predictive of adult wellbeing? • What is the role of autonomy in youths' educational experiences?
Relating	How does wellbeing relate to whom, to what, and to where one is connected?	<ul style="list-style-type: none"> • Interpersonal Relationships • Connections to social institutions or places • Relationships as meaning
Thinking	How does wellbeing relate to how one thinks?	<ul style="list-style-type: none"> • Can youth choose to be well? • If I think well, am I therefore well?
Feeling	How does wellbeing relate to how one feels?	<ul style="list-style-type: none"> • Do feelings contribute to, reflect, or result from wellbeing? • Is there room for emotion in education?
Functioning	How does wellbeing relate to how one spends one's time?	<ul style="list-style-type: none"> • What types of activities enhance wellbeing? • Does the quality of time spent matter more than the involvement?
Striving	How does wellbeing relate to what one is striving for, and for whom?	<ul style="list-style-type: none"> • Are happy students well students? • Is wellbeing an end to be pursued or one's life (well-lived) itself?

It is acknowledged that certain cultural groups or value-systems do not celebrate divisions of wellbeing as organized here. According to Durie (2009), Maori, the indigenous people of New Zealand, do not consider thinking and feeling to be separate constructs within *taha hinengaro* (mental and emotional wellbeing). Notably, Durie's (1994) *whare tapa wha* model of *Hauora* provides a theoretical basis for the New Zealand Curriculum's learning area *Health and Physical Education* (Ministry of Education, 2007). This notion of different cultural and historical definitions of wellbeing has been addressed by other scholars, as well. Fromm (1976) argued that Buddha, Jesus, and Marx each make clear distinctions in their teachings and philosophies between having and being, such that accumulating possessions or luxuries infringes on the achievement of an enlightened, meaningful, or spiritually healthy existence. Although I aim to maintain the integrity of differing views of wellbeing, I argue that the literature included within these domains, taken together, offers a unique perspective on wellbeing with particular applications for research and practice within and outside of education.

Having: How does wellbeing relate to what one has?

Nearly forty years ago, a team of psychologists (Brickman & Campbell, 1971) and an economist (Easterlin, 1974) provided empirical evidence which challenged a widely-held belief that increases in wealth are related to comparable increases in happiness. Since then, scholarship has proliferated, revealing a complicated, and some argue, paradoxical, relationship between wellbeing and what one has (Blanchflower & Oswald, 2004; Bruni & Porta, 2005; Clark, Frijters, & Shields, 2008; E. Diener & Seligman, 2004; Dolan, et al., 2008; Frey & Stutzer, 2002b). For example, research comparing survey data with GDP reveals money's decreasing marginal utility for happiness ratings, specifically past \$10,000 (USD) per capita income (Frey & Stutzer, 2002a). In addition, the effects of having money are

shown to be highly relative to a variety of intrapersonal, interpersonal, historical and socio-cultural circumstances (Brickman, Coates, & Janoffbulman, 1978; Duesenberry, 1949; Easterlin, 2002, 2004; Frank, 1985; Hirsch, 1976; Tao & Chiu, 2009).

While research consistently demonstrates that having money relates to wellbeing, even economists argue that GDP, which has been relied upon to measure national wellbeing for more than 100 years, falls short of accurately representing it (Bruni & Porta, 2005; Canoy & Lerais, 2007; E. Diener & Seligman, 2004; Dolan, et al., 2008; Ferrer-i-Carbonell, 2005; Kirzner, Boettke, & Sautet, 2009; Kuznets, 1934; Nussbaum & Sen, 1993; Sen, 1985; Sen, Muellbauer, & Hawthorn, 1987). Diener and Seligman (2004) argue that real income measures fail to reflect people's perceptions of their financial status, or their social and financial rank compared to others. Dolan et al.'s (2008) extensive review of the subjective wellbeing literature suggests they also do not account for the opportunities cost such as leisure or community involvement, or people's health, relationships, employment, or social contacts. Arguing for a more inclusive set of indicators to complement GDP, Diener and Seligman (2004) suggest that certain social conditions including: as a society's degree of democratic governance (M. Diener, Diener, & Diener, 2009; Helliwell, 2003; Inglehart, Foa, Peterson, & Welzel, 2008), level of trust (Helliwell & Putnam, 2004), as well as levels of civic and social engagement (Putnam, 2000) better reflect wellbeing for both individuals and for societies than GDP alone (Nussbaum & Sen, 1993). Nevertheless, politicians regularly refer to economic growth as indicative of national wellbeing, and advertisers lure consumers with promises wellbeing will be enhanced with purchase of their product.

What is the role of having in youth wellbeing?

Although economic discourse tends to focus on adults, youth are exposed to similar messages. The ways in which they receive and act upon them, however, may be unique to their generation (Corcoran & Matsudaira, 2005). Alch (2000) argues that youths' spending patterns differ from adults, raising questions about how their wellbeing influences or is influenced by what they buy. Dunn, Aknin and Norton (2008), in turn, contend that studies exploring consumer behaviour and wellbeing must address for whom purchases are intended; they demonstrate that spending money on others impacts on wellbeing more than spending money on oneself. Kasser and Kanner (2004) suggest that youth's relative inexperience with having money influences how they value and understand how it has an impact on their lives. Although youth may be exposed to rudimentary economic principles in school through "life skills" or basic economics courses, financial illiteracy is pervasive (Manning, 2000, 2002). Rarely are students asked to critically examine all the ramifications of having. For example, they lack awareness of the environmental impacts of purchasing new rather than used products (Henderson, 2002, 2007), or the potential benefits of further taxation on "luxury" goods to extend the influence of wealth on wellbeing to a broader population (Frank, 1985, 2000; Konu & Rimpelä, 2002; R. Layard, 2005; Scitovsky, 1976). Debt is also becoming increasingly prevalent among youth, which Manning (2000, 2002) argues relates

to the relative ease with which they can access credit cards. Generational differences are also apparent here; credit cards are now considered by youth a right as opposed to the earned privilege it was for many of their parents (Manning, 2000, 2002).

How does having affect relationships between wellbeing and youths' educational experiences?

The literature reviewed within this domain focuses primarily on spheres outside the realm of education, but economic terminology is frequently used in educational settings. Academic credits are often framed as *currency* to be exchanged for future employment, and the grades they *earn* have payoffs that extend far beyond the classroom. Students are valued as *resources* to be developed (Seligman, et al., 2009) and, through their efforts, contribute to the growing *human capital* (Putnam, 2000). Furthermore, many students refer to the value of school in instrumental terms (Brophy, 2008), reflecting a utilitarian philosophy that is pervasive in economic policy. Students explain they are motivated to complete their assignments in order to get the qualifications, in a way that reflects Bentham's (1996) portrayal of wellbeing as "the greatest good of the greatest number." Notably, as indicators of school performance, both test scores and educational qualifications share similar characteristics with income. Each is considered an objective, relatively "value-free" indicator of wellbeing, far clearer than that which it supposedly measures. Moreover, politicians and the general public pay greater attention to having each than the processes undertaken to achieving them, which reflects a hedonistic, rather than eudaimonic perspective.

Given these similarities, and common assumptions about the links between succeeding academically and having financially, it is significant that the *paradox of happiness* has received scant attention with respect to high school-aged youth. For many students, the prospect of a high paying job serves as a motivating factor, yet few students engage in class-based discussions considering longer-term impacts of their chosen field. These include the relationships between wellbeing and the quality of work life (Sirgy, et al., 2006), commuting time (Stutzer & Frey, 2008), ability to balance hours with time devoted to community involvement and volunteering (Helliwell & Putnam, 2004), or the enjoyment of other life involvements such as time with family and friends (Helliwell, 2003; Kasser & Kanner, 2004). Less obvious to many are the effects of affluence on youths' self-esteem (Csikszentmihalyi & Schneider, 2000), relationships with parents, and sense of efficacy in negotiating others' expectations for achievement (Luthar, 2003). Making visible both the short- and long-term implications of *having* may, therefore, be an important part of the school curriculum, given empirical findings that people's perceptions of their lives may mediate the effects of objective circumstances, and may be important predictors of wellbeing (W. Johnson & Krueger, 2006).

Being: How does wellbeing relate to who one is, has been, and will be?

The field of wellbeing was significantly advanced by both the Social Indicators Movement in the 1960s (Bauer, 1966; Biderman, 1966), as well as eminent studies employing subjective indicators in the 1970s (Andrews & Withey, 1976; Campbell, Converse, & Rodgers, 1976; Easterlin, 1974). They provided important methodological and analytical tools to broaden politicians' pecuniary-based definitions of wellbeing (Frønes, 2007; F. Huppert, et al., 2009; Land, Lamb, Meadows, & Taylor, 2007; Lippman, 2007). Over the following decades, scholars from multiple disciplines have frequently relied upon large-scale surveys such as the General Social Survey in the United States (GSS), the British Household Panel Survey (BHPS) or the German Socio-Economic Panel (SOEP) (Bruni & Porta, 2005; Veenhoven, 2009). These surveys have yielded one of the most consistent findings in wellbeing research: people's measures of wellbeing correlate only weakly with demographic variables (Bruni & Porta, 2005; E. Diener & Seligman, 2004; Dolan, et al., 2008; Gilman & Huebner, 2003; Veenhoven, 2009). Yet for many youth, identifying with or being categorized as a particular demographic may impact on their lives in ways that commonly used wellbeing measures do not fully capture.

Indeed, making sense of who one is, has been, and will be is considered to be one of the hallmarks of youth development (Côté & Levine, 2002; Erikson, 1968; Marcia, 1966). Until recently, however, identity scholars have focused primarily on either the influence of social structures and role identification as seen in Stryker's identity theory (IT): (Stryker, 1980; Stryker & Serpe, 1982) or motivational and cognitive processes as seen in Tajfel's Social Identity Theory (SIT): (Tajfel, 1981; Tajfel & Turner, 1986) and Turner's self-categorization theory (SCT): (Turner, Hogg, Oakes, Reicher, & Wetherall, 1987); see also (R. Brown, 2000), to examine how people see themselves independently, or as part of a group (Deaux & Martin, 2003; Vohs & Finkel, 2006). When considered together, these perspectives raise questions about the more subtle and far-reaching impacts of demographic variables on wellbeing, particularly with respect to those for whom social categories and roles are particularly salient. For example, several scholars have argued that youths' experiences *identifying with or being identified as* a particular ethnicity or socio-economic group may impact not only on school outcomes (Le, Lai, & Wallen, 2009), but on wellbeing in general (Andersen & Chen, 2002; Becker, 1963; Chen & Yao, 2010; Cross & Morris, 2003; Heine, Proulx, & Vohs, 2006; Martinez & Dukes, 1997; McMahon & Watts, 2002; Sedikides & Brewer, 2001; Steele & Aronson, 1995). Yet, less is known about how wellbeing relates to the degree of agency youth have in claiming their identities subjectively versus being ascribed them collectively in senior high school contexts (Deaux & Martin, 2003).

Is youth wellbeing predictive of adult wellbeing?

Research exploring the stability of wellbeing over the lifespan, commonly phrased in terms of the "hedonic treadmill," challenges popular notions that wellbeing is largely a product of conditions or circumstance, such as *having* material resources (Brickman & Campbell, 1971; Cummins, 1995, 1996,

2000; Headey & Wearing, 1991). This body of research explores the phenomenon of people's wellbeing hovering around a "set point" in ways that mimic physiological mechanisms such as temperature or body weight regulation. Mechanisms at an intrapersonal level that may stabilize one's *being* include temperament and personality (Costa & McCrae, 1980; DeNeve & Cooper, 1998; E. Diener, Oishi, & Lucas, 2003; Hampson, 2008; Headey, 2007, 2008b; Ozer & Benet-Martinez, 2006; Schmutte & Ryff, 1997; Weiss, Bates, & Luciano, 2008), as well as health status, both objectively and subjectively measured (Michalos, 2004; Michalos, Zumbo, & Hubley, 2000; Michel, Bisegger, Fuhr, & Abel, 2009; Schlarmann, Metzger-Blau, & Schnepp, 2008; Sirgy, et al., 2006; Tailfefer, Dupuis, Roberge, & Le May, 2003). Scholars' critical examination of intrapersonal variables reveals that their influences are dependent upon specific temporal or contextual circumstances (J. Cohen & Sandy, 2003; Danner, Snowdon, & Friesen, 2001; E. Diener, Lucas, & Scollon, 2006; Dolan, et al., 2008; Easterlin, 2005; Morris A. Okun & Stock, 1984; Stoeber & Stoeber, 2009). Significantly, the adult-based focus of these models may not reflect the fluctuations in wellbeing experienced by youth. Petito and Cummins (2000) argue that youth uniquely experience personal control and social support in ways that impact more significantly on stability than personality or health status variables.

Despite findings that most people report above average ratings of happiness and life satisfaction (E. Diener & Diener, 1996; Veenhoven, 2009), the hedonic treadmill has been referred to as "one of the most deflating concepts facing positive psychology" (Fredrickson, Cohn, Coffey, Pek, & Finkel, 2008, p. 1060). Diener and his colleagues (2006) offer an alternative interpretation; they suggest that people have multiple set points such as positive or negative affect and life satisfaction. Moreover, each of these set points will be experienced in different ways on an intra- and inter-individual basis (E. Diener, et al., 2006). Lerner and Overton (2008), highlight the positive benefit of human plasticity, suggesting that development is a continuous process of adaptation to constantly changing contexts: evolving, rather than wavering, over a set point. Boehm and colleagues (2009) draw from the Sustainable Happiness Model (Lyubomirsky, Sheldon, & Schkade, 2005) to argue that while set point and life circumstances are indeed influential, wellbeing can actually be enhanced through "intentional acts" such as expressing gratitude or savouring life events (see also Headey, 2008a; King, Eid, & Larsen, 2008; Mochon, Norton, & Ariely, 2008). This research suggests that while wellbeing is related to who you are, have been, and will be, it is you who has control of the dial.

What is the role of autonomy in youths' educational experiences?

Self-Determination Theory (SDT: Deci & Ryan, 1985) posits that autonomy is one of three basic psychological needs alongside relatedness and competence. SDT theorists argue that by fulfilling these needs, wellbeing is enhanced, and these findings transcend cultures, contexts and generations (Chirkov, Ryan, Kim, & Kaplan, 2003; Chirkov & Ryan, 2001; Jahoda, 1958; A. K. Ng, Ho, Wong, & Smith, 2003; Ryan & Deci, 2000; Ryff & Singer, 1998). As defined by SDT, autonomous people "act in accord with

their authentic interests or integrated values and desires” (Chirkov, et al., 2003, p. 98). Autonomy, independence and individuality are often used interchangeably in the research, despite evidence demonstrating that they are empirically distinct (Chirkov, et al., 2003), and that their perceived value is relationally and contextually dependent (Korr, Encandela, & Brieland, 2005; Loose, 2008). SDT argues that the opposite of autonomy is heteronomy, or the experience of being controlled or compelled to behaviour in particular ways regardless of values, interests or desires (Chirkov, et al., 2003). Independence, in turn, is defined by SDT theorists as not relying on others for help, support or resources (Ryan & Deci, 2000; Ryan & Lynch, 1989).

School-based research suggests that autonomy serves students both functionally and instrumentally. Van Ryzin et al. (2009) argue that autonomy plays a functional role in a feedback loop with engagement in learning and teacher-related belongingness. Autonomy also leads to desirable educational outcomes. Specifically, when teachers provide support for autonomy, students are more self-regulated and intrinsically motivated in their learning, and are more likely to perform better on common measures of academic achievement (La Guardia, 2009; Niemiec & Ryan, 2009). Evidence suggests that youth who willingly (autonomously) *depend* on parents for guidance or help show greater wellbeing (Ryan & Lynch, 1989). Nevertheless, many teachers are influenced by stereotypes of the *independent* youth, seeking to sever ties with adults and turn instead to peers and romantic relationships for support (Eccles et al., 1991; Eccles et al., 1997; Eccles et al., 1993). Oldfather and Thomas (1998) argue that this may lead teachers to engage in distancing behaviours that harm relationships between themselves and their students, and which contemporary wellbeing research suggests are foundational to both educational outcomes and their wellbeing across multiple domains of life (see also DeSantis King, Huebner, Suldo, & Valois, 2006).

Individualised education and *personalized* learning are commonly used phrases in education, however, rising in popularity as teachers attempt to manage increasingly diverse classrooms of students. In the U.S., a movement to create smaller schools, or schools-within-schools, has been heralded as a means to provide more personalized learning opportunities (Shear et al., 2008). Even in large schools, youth are increasingly designing their own education programmes with individualised education plans (IEPs), distance learning courses, and IT-based self-study tools. Many schools offer courses that present students with a syllabus, a series of assessments, and regular contact with the teacher for feedback and support; students may physically be present in a classroom with other students, although their *personalized* experiences are largely self-directed and *independent* of others. Although popular in educational practice, personalized learning is not clearly defined. Moreover, some argue it may compromise other educational objectives such as academic press (Hammack, 2008), wisdom (Sternberg, 2004), or social justice (Lerner & Overton, 2008). More research is needed to explore how *independent*, *personalized*, or *individualised* learning programs are experienced by youth, and their impacts on not only educational objectives, but youth wellbeing more generally.

Relating: How does wellbeing relate to whom, to what, and to where one is connected?

Youth development scholars concede that even in societies that highly value independence, connections to others and to particular social institutions provide protective factors (Resnick, Harris, & Blum, 1993; Roth-Herbst, Borbely, Brooks-Gunn, & Brown, 2008) and facilitate positive youth development (C. Benson, 2003; P. L. Benson & Scales, 2009; Eccles & Gootman, 2002). Deci and Ryan (1985; Ryan & Deci, 2000) posit that autonomy and relatedness are mutually beneficial and interacting components of psychological wellbeing (see also B. K. Barber & Schluterman, 2008; Keyes, et al., 2002; Y. K. Ng, 2001; Niemiec & Ryan, 2009; Ryff, 1989; Ryff & Singer, 1998). Argyle (2001) argues relationships are the “single greatest cause” of happiness. Heine et al. (2006, p. 13) refer to Camus (1955) who considered finding and creating relations to be “the essential impulse of the human drama.”

While wellbeing scholars across disciplines concur that relationships are important to wellbeing, their points of view regarding how and why this is so vary considerably. Some scholars focus on relationship characteristics, such as type, amount, or structure; others focus on the quality, such as the value(s) they hold for people (Lucas & Dyrenforth, 2006; Sirgy, et al., 2006). Here, I consider the relative impact of characteristics of a relationship and a person’s perceived value of that relationship on wellbeing. To narrow the scope of the immense body of relationship scholarship, I focus on three areas of research particularly salient in the daily lives of high school youth: interpersonal relationships; connectedness to places or social institutions; and relationships as meaning.

Interpersonal Relationships

Interpersonal relationships have been studied in terms of the size of one’s social network (M. A. Okun, Stock, Haring, & Witter, 1984), the frequency of contact (Pinquart & Sörensen, 2000), level of sociability (Argyle & Lu, 1990; Bolger, Davis, & Rafaeli, 2003; Reis, Gable, & Judd, 2000), and personality variables such as extraversion (Costa & McCrae, 1980; Eysenck & Eysenck, 1985; Lucas & Fujita, 2000; Watson & Clark, 1997). Lucas and Dyrenforth (2006) note that while these findings are significant, the effect sizes for number and frequency of contact are not typically strong (~.13) and are lower than the effect of income in a similar sample gathered from GSS data (~.18, p. 263). Lucas and Dyrenforth (2006) argue, however, that much of the extant literature focuses on the influences of the amount of social contact on affect within a limited period of time, which provides a measure of what some refer to as *hedonic* wellbeing. Chrouser Ahrens and Ryff (2006), explore similar issues through the lens of role enhancement theory, and consider the impact of the number of roles one assumes on *eudaimonic* wellbeing, defined as better quality relations with others, as well as greater sense of control, purpose in life, and positive affect. Chrouser Ahrens and Ryff’s (2006) findings that both educational level and gender influence the impact on wellbeing of relating to others through having a number of roles warrants further research focusing on youth, who also assume multiple, albeit somewhat different, roles across the course of their day.

Many scholars argue that relationship quality is more fundamental to wellbeing than its existence (Lucas & Dyrenforth, 2006; Reis & Gable, 2003). Baumeister et al. (2000), for example, argue that mere social interaction does not satisfy the basic human need for belongingness. DeSantis King et al. (2006), in turn, draw from survey data to show that when youth feel supported by teachers, parents, and peers, their satisfaction with school increases, and that perceived support from key individuals such as teachers or parents plays a particularly powerful role (see also H. Davis, 2003; Rosenfeld, Richman, & Bowen, 2000; Trzcinski & Holst, 2008). These studies, and others, show that experiencing quality relationships has both academic and socio-emotional benefits (e.g. Bird & Sultmann, 2010; Cheng & Furnham, 2002; Gilman & Huebner, 2006; Hair, Moore, Garrett, Ling, & Cleveland, 2008; Murray-Harvey, 2010). Further research could explore how and why youth value key relationships in their lives, such as the relative importance of a relationship's instrumental role in goal achievement (Shah, 2003a, 2003b, 2006), as a means to achieving self-awareness or identity (Chen & Yao, 2010; Leary, 2006), or as an intrinsically valuable life experience in itself (Deci & Ryan, 1985; Heine, et al., 2006; Keyes, et al., 2002; Ryan & Deci, 2000; Ryff, 1989).

Connections to institutions or places

Similar to interpersonal relationships, connections to social institutions have been explored from a variety of points of view (B. K. Barber & Schluterman, 2008), and within youth-related scholarship, connection to school features prominently. Waters et al. (2009), for example, refer to the Wingspread Declaration (Wingspread Conference, 2004, p. 517) to define a connection to school in terms of “the belief by students that adults in the school care about their learning as well as about them as individuals” (p. 517). *Belongingness*, defined by Van Ryzin et al. (2009) as “the feeling of being supported and accepted by others” (p. 2) is another term used frequently in the literature. These scholars and others argue that relating to institutions such as schools and communities provides protective factors (Roth & Brooks-Gunn, 2003; Whitlock, 2007), as well as supporting academic (Eisenberg, Neumark-Sztainer, & Perry, 2003; Horstmanshof, Punch, & Creed, 2008; Libbey, 2009; R. Roeser, Eccles, & Sameroff, 2000; Wentzel, Baker, & Russell, 2009) and more general wellbeing related outcomes (Blum & Libbey, 2004; Catalano, Berglund, Ryan, Lonczak, & Hawkins, 2004; Klem & Connell, 2004; Zeldin & Topitzes, 2002).

Place-Based Education (PBE) is a growing field of study that has emerged out of work with indigenous populations (Cajete, 1994; Manning, 1999; L. T. Smith, 1999). PBE provides an important perspective to consider how connections to physical environments and social institutions impact on wellbeing through guiding questions such as “What is this place and how do we fit into it? (Penetito, 2004, p. 3). PBE offers a way to develop a “consciousness of the environment,” as well as to reflect upon and celebrate local history as intimately connected to meaningful contexts (Penetito, 2004, p. 11). A pedagogy of place moves learning physically into the surrounding environment, and thus would allow students and teachers

to “take into account the social and ecological quality of community life” (Gruenewald, 2003a, p. 10). PBE offers a way to challenge traditional schooling models; Smith (2002) suggests that education becomes transformative when students and teachers co-develop the curriculum, by strengthening both interpersonal relationships and connections to the regions in which people live (see also Place-Based Education Collaborative, 2003). This scholarship offers a useful starting place to consider how PBE might impact not only on learning and test performance, but also on youth wellbeing in general, by providing more authentic learning and assessment experiences through strengthened social and environmental relationships.

Relationships as meaning

Heine et al. (2006) argue that relating – to people, places, things and ideas – is a core human motivation, which they refer to as “meaning-making.” Specifically, people aim to find and understand relations within the external world, within themselves, and between themselves and the external world, and that this is an innate and constantly “on” ability from birth throughout life (Heine, et al., 2006). Heine et al. (2006) argue that a degree of *fluidity* exists within the realms, such that lack of meaning within one area might lead people to work harder to gain a sense of meaning in another realm to compensate. The systems-like properties of meaning are also addressed by Davis et al. (2008) who view teaching and learning through the frame of complexity theory. Davis et al. (2008) challenge educators to consider teaching as “not about replication but about creating something new through moments of connection and reconnecting with one another, with the past, and with the environment” (Pg. 13). They propose education is a *transphenomenon* in that it “simultaneously affects and is affected by many overlapping, intertwining, and nested learning systems” (B. Davis, et al., 2008, p. 110). As such, knowledge, what is known, and the knower are not distinct; nor, they argue, are they distinct from teaching and learning (B. Davis & Sumara, 2006). These perspectives have important implications for educators, many of whom are expected to transmit “bodies of knowledge” in ways that imply knowledge is static and bounded. Considering learning, knowing, and meaning-making as an on-going process of relating, or a dynamic and evolving web of associations that both frame and guide behaviour presents an interesting alternative to current schooling structures, which are often fragmented both in content and in delivery.

For many youth, particularly those engrossed in assessment-related activities, finding meaning in or relating to their work is secondary to completing assignments and earning acceptable marks. Yet, many scholars demonstrate that interest and curiosity are ingrained capacities, fostering human development and ensuring survival (Izard, 1991; Izard & Ackerman, 2000; Piaget, 1950). Moreover, interest feels good (Hunter & Csikszentmihalyi, 2003). Indeed, finding ways to nurture it throughout the lifespan, particularly in spheres of life considered by many youth to be “dull and uninspiring” is an important means to supporting wellbeing (Csikszentmihalyi, Rathunde, Whalen, & Wong, 1993). In fact, engaging with material considered personally relevant is not only more satisfying, pleasurable, and conducive to

academic success, but also impacts on aspects of wellbeing far beyond the classroom context (Fredricks & Eccles, 2010; Hunter & Csikszentmihalyi, 2003; Schmidt, Shernoff, & Csikszentmihalyi, 2007; Seligman, et al., 2009). For example, while the current emphasis on accountability and assessment in schools has led some to argue that youth are encouraged to focus on their personal, and instrumental goals, a growing body of literature explores how experiences of transcendence beyond oneself, which include experiences of religious or spiritual connection, relate to wellbeing (Damon, 2004; Kline, 2008; Lerner & Overton, 2008). These findings raise questions about how educators might help youth reap the benefits of developing a breadth and depth of relationships, some of which may extend beyond the traditional school curriculum.

Thinking: How does wellbeing relate to how one thinks?

For centuries, scholars and religious leaders have lauded mindfulness as fundamental to living a good life (Ryan, et al., 2008; Seligman, 2002). The Stoics argued that training the mind to think in particular ways could circumvent errors in judgment (Baltzly, 2009). In Bhutan, close relationships between meditative practices and wellbeing are consistently reported in the country's Gross National Happiness measures (Galay, 2007; Thinley, 2007). Mindfulness has garnered attention in the academic community in recent years; scholars have explored how focusing on thought processes impacts wellbeing outcomes (Hanh, 1975; Siegel, 2007). Beyond its potential as a clinical tool or therapeutic intervention (Biegel, Brown, Shapiro, & Schubert, 2009; Grossman, Niemann, Schmidt, & Walach, 2004; Kuyken et al., 2008; Singh et al., 2008), mindfulness training may effectively enhance youths' wellbeing both within, and beyond high school contexts (Brown & Kasser 2005; Jacob & Brinkerhoff, 1999; Jennings & Greenberg, 2009). Future research might consider the extent to which mindfulness training influences skill building *and* motivation to learn, but also as a means of helping youth recognize the value and purpose of their education (Brophy, 2008).

More recently, neuroscientists have offered another (hidden) view of thinking. Neuro-imaging research has revealed important insights about the proliferation, pruning and myelination of neural connections in cortical areas, demonstrating that brain growth continues into the third decade of life (S. B. Johnson, Blum, & Giedd, 2009). Neuroscientists focusing on youth are beginning to shed light on issues of great import to educators, such as the efficiency of the youth brain in processing information, as well as the consistency with which youth can demonstrate such skills as impulse control (Giedd, 2008; Lenroot & Giedd, 2006). In addition, neuroscience has implicated specific parts of the brain as influencing a common indicator of academic wellbeing – exceptional mathematical ability. Specifically, enhanced development of the right hemisphere and visuo-spatial processing capacities, as well as the structures and functions of brain lateralization, may impact the ways students approach numeracy tasks (O'Boyle, 2000; O'Boyle, Benbow, & Alexander, 1995; O'Boyle et al., 2005; O'Boyle & Gill, 1998). Although neuro-imaging research remains in its infancy, integrating future research with youth development science and

educational research may influence educators wishing to implement educational experiences designed to enhance cortical areas historically considered underdeveloped in youth.

Can youth choose to be well?

Interest in relationships among wealth, material assets and wellbeing is also reflected by scholarship within the *thinking* domain. By examining decision-making, as well as reasoning and intuition, behavioural economists and neuro-economists have challenged the rationality (Simon, 1957) of choices made in the marketplace (Camerer, Loewenstein, Prelec, & Maital, 2007; Kahneman, 2003; Loewenstein, Rick, & Cohen, 2008; Y. K. Ng, 2001). These studies have historically focused on adults, although time preference research addresses issues pertinent to senior high school-aged youth. For example, changes in school-to-work transitions have both short- and long-term impacts (Quintini, Martin, & Martin, 2007). While their reasons for doing so vary widely, Oreopoulos (2007) argues that those who have based their decisions on the premise that earning an income is important to their immediate wellbeing may significantly compromise not only future earning potential, but also their wellbeing in the long-term. Vohs et al. (2006) demonstrate that the mere thought of money makes people less likely to engage in pro-social behaviour, thus focusing on the immediate pecuniary benefits of school completion may compete with other educational objectives such as orienting students towards social justice or civic engagement (Lerner & Overton, 2008).

More research is needed which applies what is known about decision making to the school setting, however. As an example, behavioural economists Tversky and Kahneman's (1974) seminal study on risk aversion raises important questions about the use of feedback in schools; if youth dislike losses more than they like comparable gains, then how would this tendency influence the ways in which students learn from formative feedback which may inherently involve accruing minor *losses* as a means of ensuring future substantial *gains* (Loewenstein, et al., 2008)? Given that youth face many choices and engage in a wide variety of behaviours that have the potential to influence the rest of their lives (Mortimer, 2003; Mortimer & Larson, 2002; Mortimer, Zimmer-Gembeck, Holmes, & Shanahan, 2002; Osgood et al., 2005; Settersten, Frank F. Furstenberg, & Rumbaut, 2005), future research might explore youths' opportunities to make decisions in school. In particular, studies are needed which interrogate the extent to which youth are fully informed about the range of choices available to them, as well as the opportunities to practice decision-making and critically evaluate potential outcomes.

If I think well, am I therefore well?

In most western societies, schools are held largely responsible for developing the necessary cognitive skills that will equip youth to navigate their future. Educational experiences designed to achieve these broadly defined aims typically involve developing specific, universally prescribed, and measurable skills through techniques such as active listening, storage and retrieval processes, modelling and repeated

practice. If efficient and effective in these endeavours, students are considered to have *achieved* academically. For decades, this proverbial “factory-model” schooling approach has been underpinned by assumptions about knowledge as a fixed, immutable entity that can be gained, or not, through appropriate execution of particular activities. In fact, multiple theories of learning exist, and little consensus has been reached about the nature of knowledge, learning contexts, and learner identities (B. Davis, et al., 2008; Phillips & Soltis, 1998). In contrast with the aforementioned perspective, which Davis, Sumara and Luce-Kapler (2008) refer to as a “correspondence” theory of learning, “coherence” theories focus on how individuals make meaning, the influences of social collectives and the importance of culture. From these perspectives, knowledge is a “dynamic, evolving and relational phenomenon that is manifest in and across all levels of organization” (B. Davis, et al., 2008, p. 166).

In the last decade, scholars have begun to clarify what is involved in “equipping youth to navigate their future.” Creative, flexible and adaptive thinking are commonly cited as necessary capabilities for the 21st century (Bransford, 2000; Lave & Wenger, 1991; Noddings, 2003, 2005; Seligman, et al., 2009; Sternberg & Grigorenko, 2004). In fact the wellbeing literature provides many examples of the facilitative effects of different ways of thinking such as play (Baines & Slutsky, 2009), creativity, wisdom, and trusteeship (Craft, Gardner, & Claxton, 2008), cultural sensitivity (Sternberg, 2004), or socio-emotional intelligence (Bar-On, 2005, 2007). Davis, Sumara and Luce-Kapler’s (2008) description of coherence theories of learning aligns with these varied approaches. Understandably, students’ educational experiences guided by such theories of learning may be dramatically different and thus draw upon an entirely different set of cognitive demands. Measurement of progress would, consequently, also require shifts in thinking about the adequacy of standardized, summative assessments used to rank students and evaluate performance in measuring the extent to which youth think in wellbeing enhancing ways. Incidentally, wellbeing scholarship examining links to educational achievement focuses little, if any, attention to the epistemological influences that guide practice. Thus, future research could explore the influences of educational experiences designed around different assumptions of knowledge, learning and teaching such as those which are interpretive, social and cultural. This could lead to the development of new measures to complement existing indicators, that can evaluate how and why youth attend to and affect the “the webs of implicit and explicit association that render our individual and collective worlds coherent” (B. Davis, et al., 2008, p. 167; see also ; Freire, 1972; Heine, et al., 2006; Lave & Wenger, 1991).

Feeling: How does wellbeing relate to how one feels?

Emotions have long had a precarious presence in academia, particularly since they had been eschewed by scholars following a strictly positivist scientific approach (Sugden, 2005). When addressed, greater attention has been granted to negative emotions, albeit with the laudable aims of ameliorating anti-social behaviour or alleviating suffering from debilitating mental illnesses (Ryff & Singer, 2008; Seligman, et

al., 2009). Moreover, an extensive body of literature has been devoted to the beneficial outcomes of particular emotions (Kahneman, Diener, & Schwarz, 1999). In the last ten years, however, wellbeing scholars have significantly altered the landscape of emotion research (Michalos, 2007). Wellbeing research not only attends to the full spectrum of emotions (M. Diener, et al., 2009), but also to the role of feelings in *facilitating* rather than simply reflecting wellbeing (Fredrickson, 2004; Isen, Aspinwall, & Staudinger, 2003; Kinder, 2006; Lyubomirsky, et al., 2005; Nesse, 2004).

Do feelings contribute to, reflect, or result from wellbeing?

Frederickson and her colleagues (2004) argue that positive emotion broadens “thought-action repertoires” such as those that are creative (Isen, Daubman, & Nowicki, 1987), integrative (Isen, Rosenzweig, & Young, 1991), open to new information (Estrada, Isen, & Young, 1997) and efficient (Isen & Means, 1983; Isen, et al., 1991). Curriculum documents worldwide identify these as desired learning outcomes; these capabilities are also identified as needed for living and working in the 21st Century (Craft, et al., 2008; Wagner, 2008). On a more molecular level, scholars exploring the neural substrates of wellbeing have implicated particular areas of the brain, specifically, the left frontal lobe, as more strongly correlated with objective and subjective ratings of wellbeing (Davidson, 2004; Lupien & Wan, 2004; Urry et al., 2004). These findings are particularly significant for educators. Brain development research demonstrates that the level of activation in the right hemisphere shifts to the left through time and as individuals gain familiarity and competence in their learning (Sylwester, 2007). Thus, schooling practices focused on broad coverage of material may sacrifice not only depth of learning, but a level of engagement that neuroscientists argue enhances multiple aspects of wellbeing.

Is there room for emotion in education?

In many societies, expression of emotion is regulated and subject to social sanctions. Long-standing stereotypes of emotional instability (Hall, 1905) and teen angst remain influential (Epstein, 2007). It is common for some school policies and practices to dictate emotional outbursts as inappropriate in the classroom (Noddings, 2003). In recent years, institutes dedicated to integrating emotion into curricular, programming and assessment efforts (e.g. Center for Social and Emotional Education, the Center for Academic, Social, and Emotional Learning, Every Child Matters) are emerging. Though providing a more central role to emotion in education has its critics (see Ecclestone & Hayes, 2009), wellbeing research suggests that the links between education and positive emotions are fruitful (Philippot & Feldman, 2004). For example, Seligman et al. (2009) argue that teaching “skills for happiness” influences learning, engagement, and meaning, and may serve to develop resilience against the rising rates of youth depression and anxiety witnessed worldwide.

Functioning: How does wellbeing relate to how one spends one's time?

As youth move towards adulthood, they are granted considerably more freedom to engage in activities of their choice. Yet in addition to family commitments, many are required by law to maintain an acceptable attendance record at school. Thus, how they spend their time is both within and outside of their control. Research within the domain of *functioning* explores youths' various obligatory and volitional commitments, and considers the relative impacts of each on wellbeing. Mirroring the trend in other domains, scholars interested in the ways in which youth spend their time have broadened their focus from the risky behaviours or idle boredom that leads to ill-being (Feldman & Matjasko, 2005; Osgood, et al., 2005; Ramey, Busseri, Khanna, & Rose-Krasnor, 2010; Youniss, McLellan, Su, & Yates, 1999), towards the activities and involvements that build upon their assets and capabilities to enhance wellbeing. Research reviewed in this domain explores particular qualities of the involvements such as variety, frequency, and structure, as well as the perceived value of engaging in certain activities.

What types of activities enhance wellbeing?

Fredricks and Eccles (2010) demonstrated that the breadth of activities in which youth engage impacts positively on developmental outcomes related to education, health and psycho-social adjustment (see also Busseri, Rose-Krasnor, Willoughby, & Chalmers, 2006; Eccles & Barber, 1999). As others have shown, however, doing many different things may be most beneficial when youth experience sustained involvement, rather than sporadic attendance (Denault & Pulin, 2009; Good, Willoughby, & Frijtjers, 2009; A. J. Huebner & Mancini, 2003). Similarly, engaging in structured, voluntary activities allow youth to develop initiative (Larson, 2001), as well as to explore their identities, hone social, physical and emotional capabilities, and develop close and supportive relationships (Eccles & Gootman, 2002; Hansen, Larson, & Dworkin, 2003). Randall and Bohnert (2009) caution, however, that the law of diminishing returns also impacts on the positive outcomes of involvement in organised activities; over- or under-involvement may compromise the benefits of youth who are exposed to a wide range of activities.

Does the quality of time spent matter more than the involvement?

In addition to emphasising variety and commitment, wellbeing scholars have also explored an activity's value or worth, for individuals, and for society. Focusing on individual youth, Barber et al. (2001) show that involvement in sports, performing arts, or academically based clubs such as debate, languages, or the sciences impact differently on wellbeing-related measures (see also Broh, 2002; Markstrom, et al., 2005). Other scholars have explored how involvement in particular course work such as civics classes, impacts on more societal level measures of wellbeing such as civic engagement. Pasek et al. (2008) demonstrate that such courses develop political self-efficacy, and Bennet et al. (2009) show that civics courses build skills and knowledge around political issues and practices. Similarly, research has examined the positive relationships between service learning opportunities in school, volunteering, and wellbeing outcomes

including increased self-confidence, greater opportunities, for wellbeing enhancing social interaction, and a sense of purpose or transcendent connection (Dolan & White, 2006).

As research reviewed in other domains has demonstrated, understanding how *functioning* impacts on wellbeing requires attention to the multiple and interacting conditions and circumstances at play in youths' lives. For example, Nelson and Gastic (2009) argue that focusing too narrowly on a type of activity ignores the complex interactions of youths' choices, experiences and outcomes related to their involvements. They suggest future research should consider the portfolio of youths' involvements rather than particular activities (Nelson & Gastic, 2009). Others suggest that demographic variables such as race, ethnicity, or SES are significant in this domain, and may reflect the influence of youths' multiple role commitments, degree of choice, or parental and social expectations (Nelson & Gastic, 2009; Randall & Bohnert, 2009). For example, many youth engage in part-, or even full-time employment while in school (Suldo, Shaffer, et al., 2008; Vazsonyi & Snider, 2008), and future studies could explore the flow-on effects of opportunities to choose on youths' involvement in work. Generational differences also warrant consideration. Religious involvement, for example, is positively related to wellbeing in adult populations (Kline, 2008; Lippman, 2007), but relationships are weak and inconsistent for youth (Good, et al., 2009). Holder et al.'s (2010) review indicates that choice or intentionality (Lyubomirsky, et al., 2005) may play a significant role in determining youths' valuations of their involvement. These issues are commonly addressed in the research on compulsory church attendance (Berry, 2005; Ciarrocchi & Deneke, 2006; Francis, Robbins, & White, 2003; Holder, et al., 2010; Kelley & Miller, 2007), or volunteering (Haski-Leventhal, Ronel, York, & Ben-David, 2008; Plagnol & Huppert, 2010; Planty, Bozick, & Regnier, 2006). In general, a better understanding of these out-of-school involvements might allow educators to capitalize on them by integrating wellbeing enhancing aspects into educational experiences.

Striving: How does wellbeing relate to what one is striving for, and for whom?

Ask youth what and for whom they are living for and you may hear responses as varied as "to be happy," "to bring honour to my family," or "to leave the planet in better condition than it was when I was born." Each provides insight into understandings of wellbeing, as well as the motivational forces that influence the thoughts, actions and interactions young people believe will lead to it. Notably, these responses are far more common than "to succeed in school," despite educational achievement having acquired almost cardinal status as an aim for youth (Ryan, et al., 2008; Ryff & Singer, 2008; Waterman, 2007, 2008). Student engagement is another important aim, as evidenced by its prominence in curriculum statements worldwide (Kuh, 2008; Kuh, Kinzie, Buckley, Bridge, & Hayek, 2006). Less is known, however, about how these societal aims resonate with youth, not only as motivators, but also as linked to their wellbeing. Brophy (2008) argues that few students are even asked to consider the value of their educational experiences beyond as a means to earn grades or credits; motivational theorists tend to focus more on *if*

students are motivated rather than *why*. Future phenomenological accounts may highlight youths' perceived agency in identifying, internalizing and making choices among the various motivational influences in their lives beyond being "required to participate in some goal-oriented task knowing that their performance will be evaluated" (Brophy, 2009, p. 147).

Significantly, the indicators used to measure these aims bear little resemblance to broader aims parents have for the wellbeing of their children. For example, some countries use the term *engagement* to represent student attendance, suspensions or early-leaving exemptions (Lane, 2007), which poses a stark contrast to Csikszentmihalyi's (1991) use of the term to represent the concentration, interest and enjoyment characteristic of being in a state of *flow* (see also Bassi & Delle Fave, 2004; Csikszentmihalyi, et al., 1993; Delespaul, Resi, & DeVries, 2004; Reschley, Huebner, Appleton, & Antaramian, 2008; Shernoff & Schmidt, 2008). Indicators of student achievement typically involve accumulating credits towards educational qualifications, adhering to school rules, meeting deadlines, and generally making life manageable for teachers. Significantly, many youth considered to have achieved academically on paper may have done so without investing much effort (Pope, 2001), or having been particularly interested in their work (Hunter & Csikszentmihalyi, 2003). Indeed, the least common response to the above question is likely to be, "to develop a deep and meaningful appreciation of course content, to collaborate with my peers to find creative solutions to modern problems, and to effectively enhance the wellbeing of individuals, their communities, and the environment." Notably, education discourse is replete with references to these very aims for students.

Are happy students well students?

Notably, while the "pursuit of happiness" is generally accepted as foundational to personal and societal wellbeing, it has received less attention than educational achievement and student engagement as an educational aim for youth (for exceptions, see Noddings, 2003; Seligman, et al., 2009). Critics argue such goals are hedonistic and rely too heavily on temporary, individualistic and unsustainable states (Haybron, et al., 2008), particularly given the reality that "learning is not recreation" and that it requires focused, sustained attention and hard work, qualities not always considered pleasurable (Brophy, 2008). Research suggests, however, that when students are happy, and when their goals relate to their wellbeing in general, not only is educational achievement more likely, but the benefits extend far beyond the schooling context to impact on their wellbeing in general (Csikszentmihalyi, et al., 1993; Fredricks & Eccles, 2010; Hidi & Harackiewicz, 2000; Hidi & Renninger, 2006).

Is wellbeing an end to be pursued or one's life (well-lived) itself?

For more than two-thousand years, scholars have debated this question, historically siding with either the hedonistic or eudaimonic perspective of wellbeing. As discussed previously, the former considers wellbeing in terms of satisfaction of desirable affective states such as happiness or pleasure; the latter

views wellbeing as the process of living a valuable, meaningful and purposeful life (Seligman, 2002). In the contemporary literature, scholars continue to draw upon these perspectives to examine people's motivational influences, experiences with, and values associated with the *pursuit* of wellbeing. Goal pursuit in the wellbeing literature typically draws upon a number of constructs such as *meaning* (Seligman, 2002), *purpose* (McKnight & Kashdan, 2009), along with *hope* (Snyder, 2005) and *personal expressiveness* (Waterman, 1990) to characterize the "life worth living" (Seligman & Csikszentmihalyi, 2000).

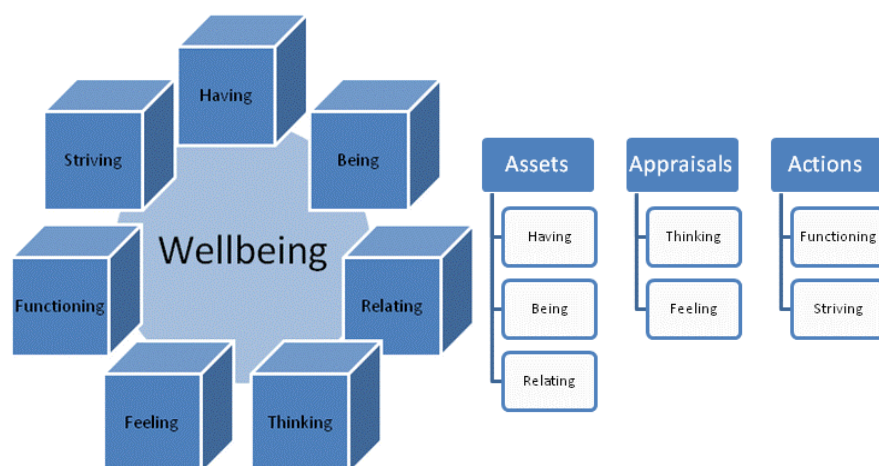
The scholarship reviewed in this domain provides valuable perspectives to consider in light of the an emphasis in the research and policy sectors on outcomes, or what is *done*, with considerably less attention paid to *how* or *why* it is done (Ryan, et al., 2008; Ryff & Singer, 2008; Waterman, 2007, 2008). Therefore, the extant wellbeing and achievement motivation literature may serve as a useful nexus to further understandings of wellbeing for high school-aged youth. Wellbeing may indeed be a more abstract version of what students aim for, yet few are asked to explain, "How so?" An interesting thought experiment would be to consider how education might be experienced if wellbeing was not framed as the outcome, but as the necessary foundation supporting students as they work towards curricular aims and learning goals.

Despite centuries of philosophical enquiry and decades of scholarly research, what it means to be well remains an elusive and highly individual concept. Yet, the pursuit of wellbeing has become a laudable end in itself. By asking questions about whether pleasure, purpose, money or happiness are wellbeing's cardinal virtues, or inextricably tied together, the work of wellbeing scholars reviewed here transcends disciplinary and sectoral boundaries, challenges prevailing assumptions, and highlights the importance of focusing on strengths and capabilities. Youth-centred, and school-based research, in particular, while only recently garnering the attention of the wellbeing community, is making great strides in enhancing the lives and lifestyles of diverse populations in modern times.

A CONCEPTUAL FRAMEWORK OF WELLBEING

A primary aim of this research endeavour is to understand how wellbeing is understood and experienced in the senior secondary context. A secondary aim is to draw from these understandings to develop a model that may assist researchers and educators seeking to make wellbeing an integral part of educational experiences. Towards these ends, a trans-disciplinary framework is needed that can integrate the breadth of information available and that can resonate with stakeholders seeking to integrate student wellbeing into their research, policy and practice. The conceptual framework in Figure 2.3 is based on theoretical and empirical scholarship and will be refined through subsequent analysis of multiple sources of data presented in chapters 4, 5, and 6, by using it as an analytical tool.

Figure 2.3 Conceptual framework of wellbeing



The literature and research discussed in this chapter revealed that a wealth of information is available about wellbeing, representing a diverse range of theoretical perspectives and methodological approaches. However, there appear to be common themes around which the literature and research can be organised. These themes are represented in the framework as seven building blocks necessary for wellbeing. I refer to them as the seven domains of wellbeing (into which I organized the many *elements* identified in the literature), that can be further organised into three mutually interacting categories: Assets, Appraisals, and Actions. *Assets* include external, intrapersonal and interpersonal variables, conditions, and circumstances associated with wellbeing. These are summarized within the domains *having*, *being*, and *relating*. *Appraisals* include the affective and cognitive processes, indicators, and outcomes discussed within *feeling* and *thinking*. *Actions* involve the use and pursuit of those assets, or the *functioning* and *striving* that motivates and directs one's involvements and engagements.

The conceptual framework presents wellbeing as a multi-faceted phenomenon, a conceptualisation that will be explored throughout this thesis by examining the extent to which the framework, and the domains and categories that are represented by it, resonate with the data sources. In order to understand how wellbeing is understood and experienced in a senior secondary context, it is necessary to explore how it is framed and applied in different learning settings.

CONCLUSION

In the chapters that follow, the framework developed from this review serves as a conceptual lens through which to view data gathered from two main sources: 1) the formal education mandate guiding teaching and learning for the study participants, and 2) qualitative data collected from students and teachers at a New Zealand secondary school. In the following chapter, the methodology guiding the research and the specific methods used to explore these sources of data are presented.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

In this chapter, I discuss the methodology that guided this thesis, as well as the methods employed to explore the research questions framing my approach to my study. Specific research questions and hypotheses are presented, and the methods chosen to explore these questions and evaluate the associated hypotheses are discussed.

AIM OF THE STUDY

The fundamental aim of the study was to gain in-depth understanding about the phenomenon of student wellbeing.

RESEARCH QUESTIONS

Through this research I aimed to provide a “thick description” (Lincoln & Guba, 1985) of the phenomenon as viewed by the multi-disciplinary literature, the guiding curricula and formal education mandates, and by the participants in the study. The following General and Specific research questions were used to collect data in pursuit of this goal:

General Research Question:

What are the different perspectives on student wellbeing in a New Zealand secondary school context?

Specific Research Questions:

1. How is wellbeing defined at the national curriculum level in New Zealand and does this definition resonate with earlier and later conceptualisations of student wellbeing in New Zealand schools?
2. How do students and their teachers in a single secondary school define and experience wellbeing?
3. How are students’ and teachers’ views of wellbeing linked to specific situations like school?

METHODOLOGY

Merriam (1998) describes an appropriately chosen methodology as a ‘fit’ with the research questions framing the study. For this thesis, I drew upon a qualitative research methodology, which I perceived to be the best approach to understand how students understand and experience wellbeing. Polkinghorne (2005) describes qualitative research as an umbrella term that covers a range of methods and approaches. Cresswell (1998) suggests five different traditions are represented within qualitative research: biography, phenomenology, grounded theory, ethnography, and case study. The diversity in approaches provide multiple options for addressing research questions as appropriate, yet there are areas of alignment among

them. According to Merriam (1998, p. 11) an essential trait of qualitative approaches is that they seek to “elicit” understanding and meaning with the researcher serving as the “primary instrument of data collection and analysis,” (p. 11). Bogdan and Biklen (1992) argue qualitative research involves five main elements:

1. the researcher in a qualitative investigation serves as the primary instrument for data collection, relying heavily on the natural setting as the source of data
2. analysis in qualitative research is secondary to description
3. the process is as much a focus for the researcher as the product
4. inductive analysis serves as the mechanism for interpreting results such that emergent findings influence further data collection, with data analysis and theory development following in a dynamic and co-existing relationship
5. meaning-making is a central thrust of qualitative research

Naturalistic Inquiry

To understand experiences and meanings of wellbeing within a New Zealand senior secondary school context, I followed a Naturalistic Inquiry approach (Guba & Lincoln, 1989; Lincoln & Guba, 1985), but also drew upon a combination of qualitative inquiry and analytic approaches to inform the questions. Denzin & Lincoln (1984) argue that use of multiple methods is typical of qualitative research, and is a quality that provided an additional element of suitability for this study. Wellbeing has been described as having a ‘holographic quality’ (Ereaut & Whiting, 2008), thus I sought multiple sources of data to inform how the phenomenon is understood, interpreted and experienced by participants.

A fit-for-purpose approach also aligns with personal beliefs about life and learning that have influenced my involvement with this research endeavour. I believe that definitive answers about education generally, and about learning and being well specifically, will continue to elude scholars, as they have for centuries. Through my research, I aimed to achieve what Amartya Sen articulated as a laudable goal for Quality of Life studies – to “*capture* that ambiguity rather than hide or eliminate it” (Nussbaum & Sen, 1993, p. 33). To do this, I needed to view the topic from multiple vantage points, as no one specific method proved sufficient to “capture” the complexity of the phenomenon.

Case Study

Data were collected pertaining to a particular ‘case,’ that of one teacher and her two senior secondary English classes. A case study design can provide in-depth and prolonged exploration and description of a particular context or case that can be a person, group, setting, or phenomenon (L. Cohen, Manion, & Morrison, 2000; Merriam, 1998). Case studies allow for findings to emerge through insight into “how things get to be the way they are” (Stake, 2005, cited in Merriam, 1998, p. 30). There are several pathways towards this aim. By concentrating on the case, significant characteristics of the phenomena

and their interactions can be revealed (Merriam, 1998). By drawing upon the natural setting, case studies can provide a “richness and holism” and lead to the presentation of data through “thick descriptions that are vivid, nested in a real context” (Miles & Huberman, 1994, p. 10). By “getting close to the phenomenon under study” the emergent findings contribute to a deeper understanding of how participants experience and make meaning of their world (M. Q. Patton, 2005, p. 43). Case studies also provide a means to clearly and concisely communicate findings, which may be useful for educators seeking to utilise the insights from this research for their own praxis.

Natural Setting

The process of discovery that occurs when studying participants in their own environment allows the researcher to “view what people say and do as products of how people interpret their world” (Bogdan & Biklen, 1992, p. 13). To concentrate the focus on the participants’ interpretations in, as Merriam (1998), suggests, ‘their own terms,’ every attempt was made to maintain the integrity of the participants and the operating structures. Data were collected during school hours, based on the schedule most convenient for the participants. Later in this chapter, the setting is described in detail in order to provide a picture of the context in which the study is embedded. This included the classroom, as well as the larger school environment; in-class periods, as well as during- and after-school events.

THE ROLE OF THE RESEARCHER

As a former teacher, I entered my role as a PhD student with considerable experience working with youth in school settings, thus bringing a “tacit knowledge” to the research process (Lincoln & Guba, 1985, p. 40). This experience provided a background of understanding of the issues related to the research questions, as well as a level of comfort with school settings and teachers’ ‘realities’ that allowed me to better empathise with the participants (M. Q. Patton, 2005). Through the process of observing, analysing, and communicating, I was implicit in the research process, and my personal voice offered one means of providing detail and depth of insight (Creswell, 2008).

This research was embedded in a culture that shared many similarities, but also some significant differences with my previous schooling experiences in the United States. I found this simultaneous familiarity and foreignness to be both facilitative and challenging as a researcher. My familiarity with the context allowed me to step back while being involved in both a participative and non-participative way, depending on what the situation called for (M. Q. Patton, 2005). I assisted the teacher when asked, but also was able to objectively observe the situation. However, I was continuously challenged to remain mindful of the beliefs and values I brought to the project through my own experiences. These ‘knowledge claims’ (Creswell, 2008) were in some ways deeply rooted, given a lifetime of experience in schools. Yet, the process of bringing them to awareness was an educational one for me as both a scholar and as a practitioner. Through experience, I have learned to let go of many value judgements that

initially clouded my view of what I was observing. I had to work to remain mindful of what one participant referred to as her own ‘reality,’ one that would change instantaneously whether she planned for it or not.

KNOWLEDGE, THE KNOWER, AND THE NATURE OF KNOWING

Since I began my formal study, I have been exposed to a number of theoretical positions on knowledge and the nature of knowing. Each philosophical view resonated with me as an educator to some degree, speaking to an exchange I had working with a particular uniquely capable learner, or to an experience attempting to bring life to a subject a class full of students perceived to be irrelevant, uninteresting and pointless to them at that point in their lives. Having learned that no two students would experience their education exactly the same way, I was much more open as an emerging scholar to view my own learning in this research endeavour to be a dynamic relationship involving the knower, knowledge, and the contexts in which the two interact.

Complexity theorists Davis and Sumara (2006) argue that the kind of knowledge that emerges from this entity, which they refer to as a ‘learning system,’ is not fixed, but ‘self-organizing.’ The system takes on its own identity, characterised by the interactions among the elements within and across boundaries of time and space (N. Johnson, 2009; Lewin, 1999; Parrott, 2002). Similarly, the phenomena may be viewed differently from different perspectives. The vantage point and the viewer, therefore, matter as much as that which is being viewed (Ereaut & Whiting, 2008). The ‘product’ of a study guided by this philosophical perspective is not a distinct entity. The ‘knowledge produced’ is not static, but ever-emergent as part of a larger, nested system.

A methodology that gives space for ‘knowledge’ to ‘emerge’ not only offers insights into the topic of enquiry, but also resonates with my experiences throughout this PhD. As the learner-researcher, what I ‘knew’ in 2008 looks very different from what I ‘know’ today, or will ‘know’ once this sentence has been drafted. The subjective and interpretive nature of knowledge and knowing, which I sought to reflect via these chosen qualitative research approaches, and which complexity thinking acknowledges as givens, are thus relevant for the data collected as well as for the data collector. Had I written my PhD in 2009 immediately after collecting data, it may have looked very different. Reading, observing, analysing, critiquing, being critiqued, writing, reviewing, communicating - these processes changed my perspectives and therefore the ‘knowledge produced.’ Similarly, my view of the data through the eyes of a parent of one child differed from the view I held having welcomed two more children over the course of the PhD. Likewise, my understanding of challenge, threat, safety or security to student wellbeing, considered one year into the thesis bore little resemblance to my current understanding, having lived through two major earthquakes and more than 10,000 aftershocks, one of which rendered my office and workspace unusable for the remainder of my studies.

This thesis, and the data presented within it, represents a snapshot in time of this living knowledge and processes of knowing. The findings represented here are manifestations of me, the researcher, interacting with *these* participants, *this* teacher, *this* school, *their reality* as it was at the time I worked with them. With a guiding belief that ‘reality’ is ephemeral, that ‘truth’ comes from awareness, what I have attempted to do is to ‘capture’ that living, emergent, but nonetheless ‘ambiguous’ phenomenon within a sufficiently broad conceptual framework that may inform the work of educators seeking to integrate student wellbeing into everyday educational experiences, perhaps as a communication tool, or guide for curriculum planning. While it may be used to inform policy and practice, the ‘product’ of this research is not intended to be prescriptive or a definitive set of ‘knowns’ about secondary students in New Zealand. Instead, I am to offer something more ‘productive.’ The SWBM offers a possible lens through which to view the lives and experiences of students and their teachers, and a tool to stimulate and guide discussion about what it means for students to be well today.

METHODS

In the following section, each Specific Research Question is restated, followed by hypotheses relating to the question and accompanied by the research methods employed to investigate the question. Each question contributes insights to inform the General Research Question which will be addressed in the Conclusion.

Question 1: How is wellbeing defined at the national curriculum level in New Zealand and does this definition resonate with earlier and later conceptualisations of student wellbeing in New Zealand schools?

Hypothesis:

The uses and definitions of wellbeing in the primary educational mandate for the student participants will align with and build upon the uses and definitions of the educational mandates for Early Childhood Education and Tertiary studies.

Method

Addressing this question required an understanding of how wellbeing is used, defined and interpreted in educational mandates at multiple school levels. To achieve these ends, I engaged in a critical document analysis of the formal educational mandate that guides teaching and learning of the students in the study: *The New Zealand Curriculum for English-medium teaching and learning in Years 1-13* (Ministry of Education, 2007). In addition, I examined other related curricula including the Early Childhood Curriculum statement, *Te Whāriki*, the Tertiary Education documents, and the Māori-medium curriculum statement, *Te Marautanga o Aotearoa*.

In this exercise, I looked for evidence that student wellbeing was discussed in these curricular documents, then coded the meanings of wellbeing used given our synthesis from chapter 2 and the ways that

wellbeing was discussed in documents for primary and tertiary education in New Zealand. To organise this, I drew upon the organisation of the NZC to provide a set of codes to analyse the document (see Figure 3.1).

Figure 3.1: A schematic view of the New Zealand Curriculum, redrawn from (Ministry of Education, 2007, p. 7)

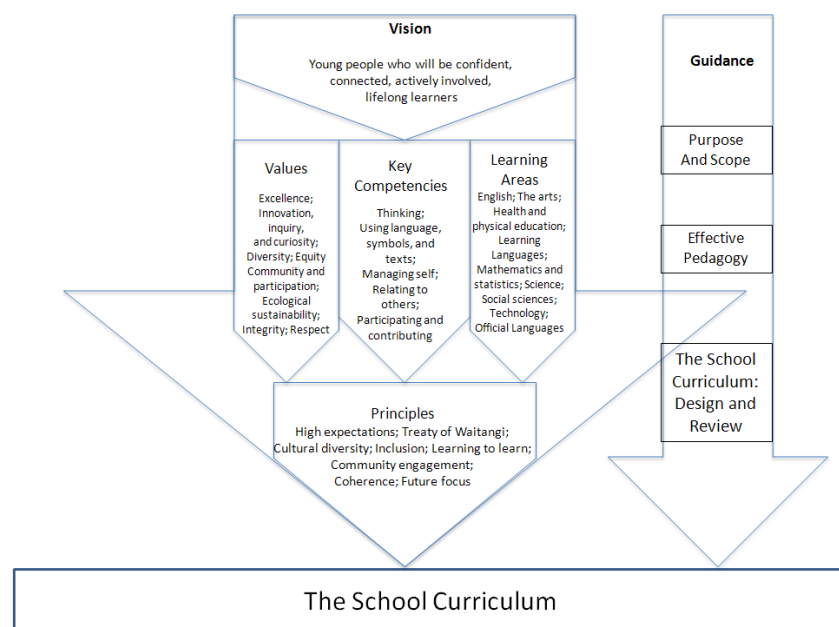


Figure 3.1 provides an illustration of the sections included in the NZC. Content was analysed in the NZC using the following codes determined by the following NZC sections: *vision*, *values*, *key competencies*, and *principles*. Each of the eight learning areas were considered in the analysis. However, unlike the previous overarching sections in the NZC, coverage of the learning areas is required only until Year 10 according to the Ministry of Education (2007, p. 16), thus influencing the focus of analysis on the areas that are intended to frame all curriculum development for all school levels. In the analysis, the *Purpose and Scope*, *Effective Pedagogy*, and *The School Curriculum: Design and Review* sections were also analysed.

Qualitative content analysis provided a useful method for identifying the Ministry's articulated priorities, and for revealing implicit perspectives latent in the curriculum related to meaning (Hsieh & Shannon, 2005; Mayring, 2000). Further, this approach aligned with the naturalistic paradigm guiding the larger study (Lincoln & Guba, 1985). I followed a directed approach, drawing upon the conceptual framework of wellbeing introduced in chapter 3 to guide code development (Hsieh & Shannon, 2005; Miles & Huberman, 1994; G. Patton, et al., 2002; Tesch, 1990).

Analysis

The conceptual framework developed from the literature review and introduced in chapter 2 provided a lens through which to view the NZC. There were three primary reasons for using this particular framework: (1) it offered a summary of current research emanating from multiple disciplines; (2) it provided a possible language with which to discuss a multi-dimensional phenomenon generally considered as a constellation of ideas rather than a distinct entity; and (3) it made explicit the authors' interests and values (Bogdan & Biklen, 2007; Lincoln & Guba, 1985). It is important to note that the framework was meant as an analytical tool to guide discussion. The aim for this chapter was to discuss the curriculum's text rather than the 'truthfulness' or accuracy of the framework, further development of the framework will be discussed in later chapters.

Analysis of the NZC took place at two levels. The first level examined explicit references to wellbeing within the full text, with occasional reference to antecedent documents such as the cultural and Ministerial texts identified above. The second level viewed the document through the lens of a conceptual framework of wellbeing (see chapter 2). Throughout the process of reading the curriculum to identify domain indicators, I engaged in an iterative process of considering how each aligned with the current wellbeing research and to the curriculum as a whole. I was also interested in how domains related to one another, looking for particular orientations, coexistence of domains, and dominance of particular domains. In this exercise, the implicit content in the words and phrases used within the *vision*, *values*, *principles*, and *key competencies* sections of the NZC were analysed.

Learning areas were addressed only in the first level of analysis for two primary reasons. First, the research questions guiding the overarching project focused on the relationships between wellbeing and senior secondary educational experiences. For secondary school students, coverage of all learning areas is not required for all students; they may hone in on particular areas based on their interests and on the availability of courses on offer at their school. In contrast, because the NZC articulates that the *vision*, *values*, *principles*, and *key competencies* are intended to guide the teaching and learning for all students, they were viewed to be more salient to students' day-to-day experiences.

Second, at the time of the larger study (2009), schools were still transitioning into full implementation of the NZC, which was to occur at the start of the 2010 school year. Data from the observations and interviews of teachers in the participating school revealed that teachers continued to develop their educational programmes based on a variety of different sources throughout this period. For example, the participating teacher had the option of drawing upon the achievement objectives and themes identified in the NZC English learning area (Ministry of Education, 2007, pp. 18-19), as well as upon the near decade-old curriculum statement, 'English in the New Zealand Curriculum' (Te Kete Ipurangi, 2010). Findings from this study also indicated that senior secondary students' educational experiences were shaped by

assessment-related tasks associated with the NCEA qualifications programme. With multiple influences upon the design and assessment of specific learning areas, I chose to focus on the curriculum sections intended to guide all teaching and learning, without specific reference to content focus.

Questions 2 & 3: How do students and teachers in a single secondary school define and experience wellbeing? How are students' and teachers' views of wellbeing linked to specific situations like school?

Hypotheses related to Specific Research Question #2:

Students' views of wellbeing will resemble and/or reflect those found in the academic literature. That is, students will understand wellbeing primarily in uni-dimensional terms, such as in relation to notions of health, wealth and happiness.

Hypotheses related to Specific Research Question #3:

The educational context will influence how wellbeing is interpreted and experienced by students.

Method

Two sources of data, gathered from an in-depth study of one New Zealand secondary school specifically addressed Specific Research Question #2. They are: a series of interviews, and a series of evaluations embedded in a series of lessons that I taught. Case study materials including prolonged observations of one teacher's classes and interviews with a second teacher provided the data to address Specific Research Question #3. Prior to discussing these data sources in detail and the coding procedure, the setting and participants are described.

SETTING AND PARTICIPANTS

Setting

The school-based observation and interview data were collected during the 2009 school year at Mountain View High School (MVHS; not the real name), a co-educational state (publicly funded) secondary school in New Zealand. The school is located in a South Island city (~350,000) that is the third largest in a country of just over four million. Conversations with both the Deputy Principal and Principal initially piqued my interest in the school as a potential research site. One area of alignment with my interests was with the Principal's desire to support teachers in reflective practice and action research for the purposes of meeting the needs and encouraging excellence in their diverse student body.

At the time of the study, approximately 800 students were on the school roll and roughly 60 teaching staff were employed at MVHS. The student body drew from a small group of international students (70-80 per year from 10 different countries), and other non-New Zealand native students, who were living in New Zealand on a semi-permanent basis. In addition, the school housed a special learning needs unit, and an

Adult and Community Education facility. Together, these contributed to the socio-economic, cultural and ethnic diversity of a student body that was roughly representative of the population of New Zealand.

The participating school was ranked by the Ministry of Education as decile 5 out of a possible 10, which was determined by the extent to which the school draws students from low socio-economic communities. For example, decile 1 schools are the 10% of schools countrywide, with the highest proportion of students from low socio-economic communities. These percentages are calculated based on census information for which a “meshblock” of 50 households with school-aged children is assessed using the following: household income, occupation, household crowding, educational qualifications, and income support (see Table 3.1). According to the Ministry of Education (2009), the area in which students live, and not the immediate area around the school, is used to determine the meshblock, which is weighted based on the number of students living within it.

Table 3.1: Socio-economic factors used to determine school decile rank (Ministry of Education, 2009)

Household income	% of households with equivalent income (i.e. adjusted for the number of adults and children in the household and the age of the children) in the lowest 20% nationally. Households with a member who is employed are usually not included in this group nor are all households supported by a benefit (since more than 20% of families are dependent on a benefit).
Occupation	% of employed parents in occupations that are at skill levels 4 or 5 (of the 1 to 5 levels of the Australia and New Zealand Standard Classification of Occupations ANZSCO). These include all labourers, all machine operators and assemblers, and others who work in occupations at these lower skill levels irrespective of the sector/ type/ profession involved.
Household crowding	% of households with an equivalised crowding index greater than one. This index is the proportion of household members per bedroom adjusted for the presence of children under 10 years of age, every two of whom are assigned to share a bedroom; couples, and others are each assigned their own bedroom.
Educational qualifications	% of parents with no tertiary or school qualifications.
Income support	% of parents who directly (i.e. not as a partner) received a Domestic Purposes Benefit, Unemployment Benefit or Sickness and Invalid's Benefit in the previous year. This does not include parents receiving Family Support.

Decile rankings are used to determine funding allocated to New Zealand state and integrated schools (Ministry of Education, 2008a); lower decile schools receive more financial support for services including: school property financial assistance, Resource Teachers of Learning and Behaviour (RTLBs) learning support, special education grants (SEG), or district truancy services (Ministry of Education, 2008a). However, decile rank is commonly used as a broad-stroke descriptor of a school in media and public policy, and data indicated that decile rank may also have an influence on the school's perceived identity. It appeared to be used as a point of comparison for issues such as test performance, behaviour management issues, or reputation of student involvement with drugs or

alcohol by the participating school's Board of Trustees, teachers, and students respectively (see chapter 5).

Context

With a recently revised national curriculum (Ministry of Education, 2007) and a recently implemented national assessment programme, the National Certificate in Educational Achievement (Ministry of Education, 2010b), New Zealand provided an opportune context in which to explore how wellbeing is addressed in recently designed school learning programmes. The New Zealand Curriculum (NZC: Ministry of Education, 2007) is comprised of eight learning areas (English, The Arts, Health and Physical Education, Learning Languages, Mathematics and Statistics, Science, Social Sciences, and Technology) that are meant to guide teaching and learning of all students, from primary school on to secondary school. However, senior secondary students (Years 11-13) are distinguished from their younger peers in ways that impact how curricula are designed and delivered. According to the Ministry of Education (2007, p. 41), as students approach the end of their compulsory schooling years, the revised curriculum intends to allow for "greater choice and specialization ... as their ideas about future direction become clearer." Schools are to provide for the "diverse abilities and aspirations of their senior students in ways that enable them to appreciate and keep open a range of options for future study and work" (41).

Notably, the NZC (Ministry of Education, 2007, pp. 37, 41) articulates that schools are not bound to cover all learning areas with the same degree of breadth or depth to students beyond Year 10. Bolstad and Gilbert (2008) have argued that as a result, the National Certificate of Educational Achievement (NCEA) qualifications programme serves as the "de facto" curriculum for many students in Years 11-13. The NCEA is the primary means of scholastic assessment for secondary students in New Zealand, and involves two main types of assessments – internally assessed exams that occur periodically throughout the year, and externally assessed culminating exams (for a review of the NCEA system in New Zealand, see Hipkins, 2004; Hipkins, Vaughan, Beals, Ferral, & Gardiner, 2005; New Zealand Qualifications Authority, 2011). Given these realities, and the emergent nature of both the curriculum and assessment programme, this age group offered valuable insight into how these aims are constructed, co-constructed and negotiated within senior secondary classes, and how they impact on wellbeing.

Participants

Students

Forty-nine Year 13 students (33 females, 16 males, age range 17-21) agreed to be observed in their English class and during school-related activities. Classroom observations took place in two Year 13 English classes with the same teacher: Year 13 English (13Eg) and Independent English (IE). Twenty-four students attended 13Eg, a class designed for students interested in pursuing university-level study. Twenty-five students were enrolled in IE, which provided a more individual programme for students'

learning. Both classes of students were working towards qualifications in the National Certificate of Educational Achievement (NCEA) programme. As a broad generalization, students in Year 10 typically work towards level 1 qualifications, Year 11 students work towards Level 2, and Year 12-13 students work towards Level 3. In reality, students' NCEA Levels vary tremendously across and within subject areas, year levels, classes and schools.

The 13Eg curriculum focused on Level 3 NCEA qualifications requirements. IE students worked at their own pace, conferencing regularly with their teacher Jan (a pseudonym), who supported their work towards achieving internally assessed standards for the NCEA Levels ranging from 1-3, with the majority of students focusing on levels 1-2. All of the participants involved in the study were over 16, the age by which New Zealand students may legally leave school, thus the participating students were a selective sample of New Zealand youth for whom a senior secondary education was the learning pathway chosen among other possibilities such as apprenticeship, work, family, travel, or polytechnic study. Year 13 students in New Zealand are an ideal cohort of participants because they have had the experience of these recent changes and represent the final products of the New Zealand system. They, perhaps more than anyone, can attest to the vision that New Zealand has for its young people as: "confident, connected, actively involved, and lifelong learners" (Ministry of Education, 2007, p. 8).

Teachers

Two teachers were involved in the study. Jan (a pseudonym) was an experienced teacher (21 years in the profession) in her seventh year at MVHS at the time of the study. She agreed to be interviewed periodically throughout the year ($N = 4$), to exchange regular emails, and to share written documents such as her educational philosophy and course outlines. Mary (a pseudonym) was a Health and Physical Education (HPE) teacher who had ten years in the profession and was in her third year at MVHS. She agreed to one, hour-long interview. Mary was a particularly important participant in the study because she was able to comment on the ways in which the term wellbeing was used within the HPE learning area of the national and school curriculum, arguably the most explicit place for wellbeing to be addressed in school.

DATA COLLECTION

Classroom observations, interviews, students' journal entries, along with classroom-, school- and national-curriculum documents, provided the data for the study, and were collected during 35 visits throughout the 2009 school year. Methods evolved throughout the course of the project, and "emerged" from the data in order to appropriately examine the questions raised and issues to be addressed (Lincoln & Guba, 1985). In addition, conversations, observed experiences, and document analysis guided follow-up questions and research design. The students' responses influenced the research questions, but I also drew upon observation notes, as well as content analysis of key documents such as the national, school,

and teacher's classroom curriculum, along with material related to the NCEA. By triangulating findings through an "integration of multiple databases" (Jick, 1979 cited in Creswell, 2008), multiple contextual factors were examined simultaneously.

IE & 13Eg classroom observations

Over a period of "prolonged engagement" (Lincoln & Guba, 1985), I observed, and at times participated with, students and their teacher as they engaged with educational experiences within the 'naturalistic' setting of their Year 13 English classes. Students were observed in their classroom and work areas (e.g. computer laboratory, outside), other school settings (e.g. library, courtyard), at special events (e.g. assemblies, Powhiri, career expo, athletics day), with adults (e.g. guidance counsellor, teachers, careers expo representatives, school staff, senior management team), and with other youth (e.g. classmates, peers). I paid particular attention to the physical setting of the classroom, characteristics such as gender, espoused cultural identity or ethnic affiliations, as well as actual events such as teacher-mediated activities, peer-to-peer interactions, and individual learner behaviours. Audio-recordings were used towards the end of the year to capture a broader scope of interactions and reactions than I felt had been possible as a single, participant observer. These recordings were verbatim and member-checked with the teacher for accurate portrayal of the data and allowed me to better understand how particular events were perceived and experienced from an emic perspective.

Document analysis

Course objectives, content standards, NCEA informational pamphlets and assessment tasks, and *The New Zealand Curriculum for English-medium teaching and learning in years 1-13* (NZC) (Ministry of Education, 2007) were analysed for content, informing the research questions in two ways. First, they represent *cultural artefacts*, which have the potential to influence students' interpretations and experiences within schools. Second, they provide a source of data regarding how wellbeing is defined and used in classroom, school, and national curricula (see Chapter 4). To examine students' specific learning outcomes with respect to course-based lessons and NCEA qualifications, and to serve as cues for further conversations in student interviews, internally administered NCEA assessments were examined and discussed with participants' permission. In addition to providing one aspect of students' experiences and their learning over time, general reference to these documents fostered conversation about the perceived effectiveness of such measures with respect to personal aspirations, perceived expectations, and consequent impacts on wellbeing. Document analysis also provided additional cues for interview questions, thus following on Guba and Lincoln's (1989) suggestions for the exploitation of the synergism that exists between interviewing and document analysis in constructivist research paradigms.

Interviews

Twelve IE and Y13Eg students (8 females, 4 males) participated in individual or small-group interviews, depending on their preference, which lasted approximately 30 minutes. Students' views of wellbeing and its relationships to educational experiences were sought by: (1) listening to how students talked about school, classroom learning, wellbeing, and related issues that appeared to matter to them; and (2) observing students in their daily negotiations of school tasks, challenges, and relationships. Further questions emerged as the study evolved, and were shaped by participant responses and classroom observations. All data collected from IE and Y13 students have been combined to illustrate the range of perspectives and experiences related to wellbeing; no attempt is made to argue that responses relate to particular course affiliations.

On three occasions, I 'conversed' with students over email. Interviewing through email likely led to sample selection issues, as I was not certain how many students had access to the internet at home. Some students suggested I use Facebook or MySpace to communicate, though ethical considerations prevented this. Texting would have been a viable option, as more and more students were relying on this as their primary means of communication. However, I did not own a mobile, and my texting skills were minimal at best. Interviews took place over the course of the year, allowing me to probe observation data and share my interpretations, thus further triangulating data obtained from multiple methods. Interviews were generally conversational, though at times were more semi-structured to focus in on particular issues.

Interviews with Jan and Mary took place on campus during their preparation periods and averaged 50 minutes. Formal interviews were tape-recorded and transcribed verbatim. Following each interview, participating teachers received the transcript via email and hard copy, and were asked to confirm that it was an accurate portrayal of the conversation that took place.

IE participant observation

Near the end of the research period, at Jan's suggestion, I invited IE students to participate in a series of teaching and learning tasks designed to meet dual purposes. This time with students in an alternative class setting allowed me to elicit their views about wellbeing, which provided an opportunity to triangulate data gathered from interviews, observations, and document analyses. As this portion of the study took place in the third of four academic terms, I had already gained a familiarity with the classroom cultures, and had developed a comfortable, working relationship with the students. Thus, I had the opportunity to gain valuable insights into participants' understandings of wellbeing while also working with students as they learned and practised valuable skills. Transitioning between these roles was a natural process for me, as my personal teaching philosophy involves engaging my students as 'researchers' in their own learning process. My involvement also allowed students to experience a

different teacher's approach to the task of learning to give and receive feedback, for which they would later be assessed for NCEA literacy credit.

My choice to invite the IE (instead of 13Eg) students to engage in this participant observation was a considered one. During discussions and observations, IE students offered fewer examples and illustrations than their 13Eg peers to explain what they understood about wellbeing, and I did not feel the existing data set was representative of what they could offer to inform the research questions. Of the two groups, the IE students initially seemed less comfortable around me, and did not raise questions about my work, or respond in detail to my questions. In addition, the IE curriculum was much more flexible than the Y13 English class, although they were still involved in gaining credits towards their Literacy requirement. Given that access to students was limited by an extremely tight schedule focused on accomplishing tasks and learning experiences related to standards and qualifications, I devised a series of exercises that worked within the assessment practices in operation.

IE participant observation procedure

The assessment-related tasks took place over three days, in a room other than their usual classroom. This setting afforded the opportunity for students to sit facing one another in a circle of tables, and to move around the room during activities. Attention was paid to effective teaching and learning strategies when designing the task. Specifically, the task afforded students time to reflect quietly, to engage with one another informally, and to use different media to express their thoughts (e.g. visual art, writing, discussion). In addition to some individual, reflective tasks, and small-group sharing, students were given an assignment that required them to take on different roles (e.g. student, teacher, school management, Board of Trustee member) and argue for changes to the current schooling structure and function in ways that would enhance and sustain wellbeing. The features of the task designed to assess students' feedback skills are articulated in the lesson plan (see Appendix), and explained in more detail in Chapter 5.

The activities related to this teaching, learning and research event were designed to follow the guidelines of the NCEA program, as well as the expectations of the teachers', the school's and the national curriculum. These were further informed by at least three primary teaching- and research-related objectives:

- To provide an opportunity for students to demonstrate their skills and competencies related to giving and receiving feedback and subsequently earn credits towards Unit Standard 9705 (Version 4 – level 3/credit 3)
- To observe students working in small- and large-group exercises, using a variety of pedagogical tools.

- To engage students in critical discussion about the topic of wellbeing in order to elicit a youth perspective.

Students' participation over the three days, and their effective demonstration of skills related to giving and receiving feedback, qualified them to receive up to three credits towards their level 3 NCEA. Specific foci for the assessment were students' capacity to self-monitor and self-evaluate; students were expected to reflect on their own capabilities and weakness, as well as to comment constructively on their peers' contributions, progress and levels of achievement. Although I designed and implemented the lessons, the teacher evaluated the students' written course evaluations, and observed students as they verbally exchanged feedback with their peers after the exercises had been completed.

Over the course of the three class periods, students engaged in a variety of activities, including visual art, walk-about discussions, surveys and small-group work. Each activity was designed to elicit students' understandings of wellbeing through these different media. The class periods, which ranged from 50 to 60 minutes, spread across four days due to a rotating schedule. Class meetings occurred in a room other than their usual classroom, which allowed students to sit facing one another in a large circle, while providing sufficient space for them to move freely around the room. I paid attention to effective teaching and learning strategies when designing the task. Specifically, the task afforded students time to reflect quietly, to use different media to express their thoughts (e.g. visual art, writing, debate, role playing), and to 'create space' for the subject – wellbeing – to be the central focus (Palmer, 1998). As students engaged with their work, I walked around the class, listening to students, asking questions, and responding to their queries when they requested assistance. The general behaviour was respectful and jovial, and conversations focused mainly on the tasks at hand.

ANALYSIS

In line with the emergent nature of the research design, the analysis of data was an iterative process that occurred as the study unfolded. I recognize and appreciate that my views and interpretations of the data have been influenced by personal experience and beliefs. While these have undeniably shaped my interpretations and reading of the data, I nonetheless made all attempts to follow qualitative protocols and let the data speak for itself.

Participants' understandings and experiences of wellbeing were analysed through a multi-phase process informed by several analytical processes. In the initial phase of analysis, which occurred as data were collected, I reviewed and transcribed all participants' verbal and written responses, along with Observer's Comments (OC) (Bogdan & Biklen, 2007). Next, I imported transcribed data and notes into NvIVO for the analysis of emergent themes and patterns. Interviews were coded as suggested by Miles and Huberman (1994). Open coding provided a line-by-line analysis and labelling of responses. Axial

coding was used to place data into categories based on properties and features. Selective coding was then used to depict the major themes that emerged from the data.

Throughout the observation period, I explored different techniques for analysing data. For example, at one point, I considered analysing the data via a process informed by phenomenographic analysis techniques (G. Åkerlind, 2005; G. S. Åkerlind, Bowden, & Green, 2005; F. Marton, 1981; F. Marton & Booth, 1997). The data suggested that categories of meaning could be found across individual perspectives, but the relationships among categories appeared to differ depending on whether students, their teacher, or the guiding curriculum provided the source of data. I wanted to honour these differences instead of identify common themes among them, thus felt that a purely phenomenological analysis approach was insufficient for my needs.

The primary method of data analysis followed the naturalistic approach wherein data were considered in relation to emergent themes from the review of the literature that I introduced in chapter 2 as seven domains of a conceptual framework of wellbeing. These ‘codes’ were compared with those found through content analysis of the student’s guiding curriculum, the NZC (see chapter 4). Explicit and implicit references to wellbeing in the NZC provided an additional set of possible domain indicators to consider alongside the literature that represent a New Zealand influence. Data collected from the students (see chapters 5 and 6) and compared with the other data sources informed understanding the relevance of the emerging conceptual framework to the school community under study by exploring areas of alignment between literature- and curriculum-informed indicators with those provided by students and their teachers.

The process of reading the data to identify indicators aligning with the seven domains involved an iterative process of considering how each aligned with the current wellbeing research, to the curriculum, and to the participants’ understandings and experiences of wellbeing in the school context. I was interested in how domains related to one another, looking for particular orientations, coexistence of domains and dominance of particular domains. Over the course of multiple readings, I located similarities and differences between the data and the conceptual framework, and checked assumptions about potential alignment against the original data. These will be addressed in the chapters that follow. Trustworthiness of the data and data analysis was ensured through prolonged engagement in the classroom, and member checking of the initial analyses with both students and the participating teachers.

CONSIDERATIONS FOR RESEARCH WITH HUMAN SUBJECTS

Trustworthiness

Merriam (1998) suggests that reliability, validity, and ethical research practice all intersect in the development of sound, qualitative research. According to Guba and Lincoln (1989), confidence in an accurate, reliable and credible portrayal is a salient aspect of determining what they refer to as

trustworthiness. Attempts were made to achieve this through multiple pathways. First, through “persistent observation” of and “prolonged engagement” in the classroom and school, I aimed to develop a familiarity with the cultures in which the participants engaged (Lincoln & Guba, 1985). Second, triangulation of methods and data sources provides a means to compensate for the limitations presented by individual approaches and data sources (Stake, 2005). Third, reflective commentary noted in a research journal throughout the project contributed to what Guba and Lincoln (1989) term “progressive subjectivity,” or the monitoring of my own subjectivities and constructions. Manuscripts accepted for publication have provided helpful feedback for me as I continued to iteratively analyse and develop a conceptual framework to better understand and apply my findings. Fourth, member checks with participants were conducted to verify accuracy of the data and my emerging theories and inferences (Lincoln & Guba, 1985). Finally, I kept detailed notes and files. This audit trail serves to explain the milestones and pathways towards the results (Guba & Lincoln, 1989; Merriam, 1998).

Transferability

External validity is the extent to which findings can be applied to different contexts. Generalizing data to broader populations and contexts within a context-specific qualitative study may be possible if the reader is able to become immersed in the presented case and negotiate a relationship with what is being read. Thus, steps were taken to present sufficiently “thick” descriptions of data and interpretations for the reader to have a clear understanding so as to consider how it might apply to his own realities (Stake, 2005). Much of the research surrounding the issue of generalizability, to the extent that it is even desired, recommends a clear description of the boundaries of the study. For example, this may involve the demographics of chosen site(s) and participants, data collection and analysis methods, and length of observation period (Merriam, 1998; Stake, 2005). Presenting the context and boundaries of the specific case places the onus of transferability on the reader to determine what Merriam (1998, p. 211) calls the “typicality” of the case environment.

ETHICS

The valuable insights gained through this study were made possible through the voluntary participation of human subjects. Informed consent, therefore, was paramount. Approval to conduct the research had been granted by the Education Human Ethics Committee at the University of Canterbury in 2008, which considers issues of confidentiality and ensures that no written or oral presentations contain any material that could identify any participants or the school. To protect participants’ identities, pseudonyms were used in any written reports on the study.

Through conversations with the Principal, I was granted approval for my research at the participating school by the Principal and the Board of Trustees. The senior student participants were all over the age of 16 and, thus, able to sign their own consent form. However, I prepared a letter for parents/*whānau*

(family/guardians), approved by the Principal, to explain the project and to invite questions, concerns and comments at any time. Participants were informed that they could withdraw information or participation from the study at any time. Students' parents and *whānau* were informed about the project, and their permission to shadow, interview and review academic assignments was requested.

In addition, I met with all school staff at the start of the 2009 school year to introduce myself, the project, and to invite all to share comments and concerns throughout the process. I also met with staff throughout the project to communicate progress and to allow opportunities for follow up questions as appropriate. Multiple methods to facilitate discussions (e.g. simulated audio recall, collage creation, free writing, small group discussions, one-to-one interviews, etc.) were employed, as necessary, in order to create an environment conducive to students sharing freely, honestly and safely. Participants were assured that data would be used to describe the phenomena I was studying and not put forth in an evaluative way. Through initial discussions with participants, I discussed with them different reflective skills that have been shown to help others critically examine their experiences teaching and learning (McNess, 2006; Petty & Green, 2007). Feedback from students and teachers indicated that they felt both useful and affirmed by the process, and enjoyed the opportunity to participate as valuable and esteemed contributors to the research.

CONCLUSION

In this chapter, the methodological approach of this study was discussed. The research questions were introduced along with the sources of data that were collected to inform them. For the ensuing chapters, the framework introduced in chapter 2 provides a conceptual lens through which to examine and analyse data collected from these data sources. In the order in which they are presented these are: 1) the curriculum; 2) the senior secondary students' perspective of wellbeing, and 3) senior secondary students' and their teachers' view of wellbeing in relation to educational experiences. The following chapter attends to the first of these main sources, and presents findings from a critical content analysis of the curriculum guiding senior secondary students' educational experiences at the school under study, *The New Zealand Curriculum for English-medium Teaching and Learning in Years 1-13* (Ministry of Education, 2007).

CHAPTER FOUR

DEFINING WELBEING FROM A SECONDARY EDUCATION CURRICULUM PERSPECTIVE

INTRODUCTION

As discussed in the previous chapter, data were collected from multiple sources, namely, the formal education mandate, observations of students in their classroom and school environment, student and teacher interviews, and document analysis, in order to address the General and Specific Research Questions (please see Chapter 1, p. 9) in understanding the meaning of wellbeing and the ways in which it relates to senior secondary educational experiences. In this chapter, the conceptual framework introduced in chapter 2, which provided the analytical lens for addressing Specific Research Question #2: How is wellbeing defined at the national curriculum level in New Zealand and does this definition resonate with earlier and later conceptualisations of student wellbeing in New Zealand schools? To do so, I examined how wellbeing is defined and applied in New Zealand's curriculum, a formal statement of education policy enacted by a democratically elected government. Findings informed the process of locating areas of alignment between governmental indicators and the domains of the framework. The chapter is organised as follows:

- An introduction of the focus of inquiry
- A brief description of New Zealand's educational system, highlighting major educational changes and antecedent documents that have influenced the structure and function of the NZC
- Analysis of the definition and use of explicit and implicit references to wellbeing in the NZC
- Discussion of the themes that emerged from the analysis illustrating areas of alignment between the NZC and the cross-disciplinary wellbeing literature
- Consideration of findings for their potential contribution to the design and implementation of wellbeing –enhancing educational experiences

FOCUS OF INQUIRY

Three primary reasons informed the decision to choose New Zealand's formal curriculum as the focus of analysis of wellbeing at the national education policy level. First, the NZC offered insight into how school curricula are influenced by developmental and cultural contexts. Second, local school governance characterises New Zealand education, thus analysis at the national level set the stage for further study of how curriculum are enacted by teachers and received by students. Third, the NZC is a recently revised document that represents contemporary views of important educational aims. In addition, its implementation has taken place alongside that of the main assessment programme, providing a unique opportunity to consider areas of alignment between curriculum, teaching and assessment.

Developmental and cultural influences

As the product of human action and reflection, the NZC provided opportunity valuable source of data to explore how social and cultural products, practices and institutions impact upon curricular language (McEwan, 1992; Pinar, et al., 2006). In this chapter, I examine how wellbeing meanings differ across developmental pathways from Early Childhood Education (ECE) through tertiary and beyond; in particular, the incremental shifting from a central role in the policy language to a more peripheral one (Ministry of Education, 1996, 2010a, 2010d). In addition, I explore how uses and definitions of wellbeing in the NZC reflect particular cultural world views, through a brief examination of the NZC's Māori-medium 'partner document' (Ministry of Education, 2008b). *Te Marautanga o Aotearoa* (Ministry of Education, 2008b) was developed to give effect to the principles of bi-culturalism through the creation of a national curriculum that honours the principles, values and philosophies of the indigenous people of New Zealand.

Local control and governance

The New Zealand Ministry grants educators considerable freedom to engage in School Based Curriculum Development (Bolstad, 2004; Skilbeck, 2005). With an understanding of how wellbeing is articulated in the NZC, further studies can explore how specific communities and schools give effect to national curriculum in ways that reflect their unique needs and identities.

Figure 4.1: Significant events in New Zealand's curriculum history

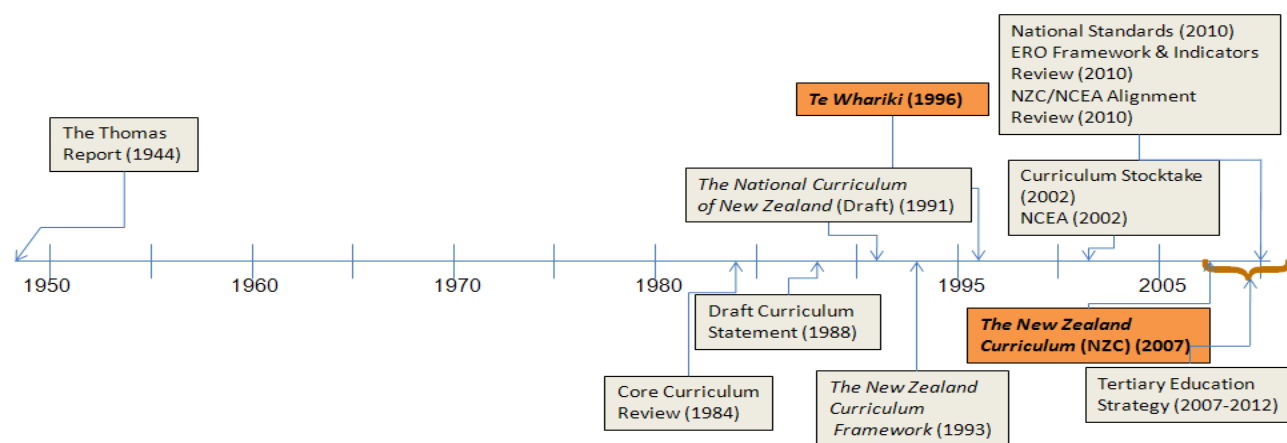


Figure 4.1 illustrates the scope of curriculum reform in the mid-1980s following a forty year hiatus. The dark shaded boxes represent the two gazetted policies currently in use, *Te Whāriki*, the Early Childhood Education curriculum, and the NZC.

Extensive curricular change

The NZC has a unique curriculum history with, as Figure 4.1 illustrates, a particularly productive period of curricular reform in the last 25 years (G. Lee, 1992; H. Lee, 2003; McCulloch, 1992; Nolan, Openshaw, McKinnon, & Soler, 1992). An extensive national and international consultation process occurred amidst this flurry of activity, providing a wealth of documents that illuminate the influences upon the uses and definitions of wellbeing in the gazetted document (e.g. Brewerton, 2004a, 2004b; Carr, 2004a, 2004b; Carr & Peters, 2004; Hipkins, 2010; Le Métais, 2002; McGee, 2004; Ministry of Education, 1993; Rutherford, 2004; Rychen & Salganik, 2003). Although the NZC marks a significant milestone in New Zealand's curriculum history, education reform has continued throughout and beyond the curriculum's introduction. Two major changes with significant influence on the structure and function of New Zealand schooling are briefly discussed below in recognition of their potential influence upon how wellbeing is interpreted and applied.

In 2002, the National Certificate of Educational Achievement (NCEA) assessment programme was introduced as the main secondary school qualification in New Zealand (New Zealand Qualifications Authority, 2011). Although changes to each are both relatively new, the NCEA was established prior to the introduction of the NZC. Consequently, unit and achievement standards to be met for credit acquisition via NCEA were not written with the current educational policy in mind, which raises questions about how curricular aims and qualifications standards align (Bolstad & Gilbert, 2008).

The NZC (Ministry of Education, 2007, p. 41) articulates that 'not all aspects of the curriculum need to be formally assessed, and excessive high-stakes assessment in years 11-13 is to be avoided'. However, Bolstad and Gilbert (2008) contend that the historical precedence is strong for teachers to rely on assessment measures to plan and structure the educational experiences they offer students, arguing that the NCEA has served as the 'de facto' curriculum for secondary students (see also Gilbert, 2005). Analysis of NCEA-related documents is beyond the scope of this paper; the reader is referred to current research focusing on the NCEA and its impacts on students' experiences (Cowie et al., 2009; Hipkins, 2004; Hipkins, et al., 2005).

In addition to the recent introduction of the NCEA programme, National Standards for primary schooling came into effect in 2010. According to the Ministry (2010b), National Standards were designed to establish 'clear expectations that students need to meet in reading, writing, and mathematics in the first eight years at school'. These have been particularly contested and, given their recent introduction, questions remain regarding how schools will negotiate educational objectives related to literacy and numeracy development with those related to wellbeing. In New Zealand, all schools are site-based managed. Thus, the only points of commonality across the country are the NZC, NCEA, and National

Standards. Since NCEA and the National Standards are top-down assessment frameworks, the critical document for interpretation at the local level is the NZC.

Based on the theme of wellbeing as a multi-dimensional construct that had emerged from the literature review, I identified indicators aligning with the seven domains of wellbeing I anticipated would be found in the curriculum. These are listed in the right hand column of Table 4.1.

Table 4.1: Seven domains of wellbeing, representative questions, and research-informed indicators in the cross-disciplinary wellbeing literature

Domain	Guiding Question	Research-informed Indicators
Having	How does wellbeing relate to what one has?	Resources Tools Opportunities
Being	How does wellbeing relate to who one is, has been, and will be?	Autonomy Identity Integrity
Relating	How does wellbeing relate to one's relationships: to others, to places, to ideas or meanings?	Interpersonal relationships Relationships to place Relationships as meaning Transcendence (Connections to someone/something beyond the self)
Thinking	How does wellbeing relate to how one thinks?	Curiosity Creativity Decision making Mindfulness Meta-cognition
Feeling	How does wellbeing relate to how one feels?	Full emotional spectrum Socio-emotional education Pastoral care
Functioning	How does wellbeing relate to how one spends one's time?	Involvements Breadth, depth, volition What is done How it is done
Striving	How does wellbeing relate to what one is striving for, and for whom?	Motivation Goals Future-orientation

Table 4.1 presents the conceptual framework's seven domains, Having, Being, Relating, Thinking, Feeling, Functioning, and Striving, along with representative questions aligning with contemporary research areas in these domains. Domain indicators, based on empirical and theoretical research by wellbeing scholars from the fields of economics, sociology, psychology, and the health sciences are summarised in the third column.

FINDINGS

Part I: Explicit references to wellbeing

The *vision*, Health and Physical Education learning area, and *The school curriculum: Design and review* sections include five explicit references to wellbeing. I also considered constructs used in relation to wellbeing in these sections for their potential to further refine the conceptual framework with possible NZC-relevant indicators for the seven domains.

Vision

The *vision* statement of the NZC refers to four key constructs to describe the type of young person envisioned by New Zealanders – one who will be a ‘confident, connected, actively involved, and life long learner’ (Ministry of Education, 2007, p. 8). The term wellbeing is used to further depict the ‘actively involved’ learner, who will contribute ‘to the well-being of New Zealand – social, cultural, economic, and environmental’. This definition suggests wellbeing is conceptualised as a multi-faceted construct, involving four specific dimensions that appear to align with wellbeing as it is viewed in government policy. For example, the 2002 Local Government Act (New Zealand Government, 2010) refers to wellbeing to describe its purpose: ‘to provide for local authorities to play a broad role in promoting the social, economic, environmental, and cultural wellbeing of their communities, taking a sustainable development approach’. These four dimensions are referenced again in the following example articulating the Ministry’s (Ministry of Education, 2007, p. 8) *vision*:

Our vision is for young people ...who will seize the opportunities offered by new knowledge and technologies to secure a sustainable social, cultural, economic, and environmental future for our country.

This excerpt suggests that these dimensions of wellbeing are ideally sustainable over time. Yet ‘sustainable’ and related constructs are highly contested terms in the literature (Livingstone, 1995; Orr, 1992, 1994). As Landorf et al. (2008) argued, this is particularly true in relation to education (see also Jickling & Wals, 2008).

Health and Physical Education Learning Area

In the Health and Physical Education (HPE) learning area of the NZC (Ministry of Education, 2007, p. 17), ‘students learn about their own well-being, and that of others and society, in health-related and movement contexts’. This use of wellbeing appears to resonate with how it is used in the World Health Organization’s (1946) definition of health: ‘a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity.’

In this learning area, wellbeing’s association with health is further reinforced by the use of the Māori term *Hauora*, which provides a second reference to wellbeing in the NZC. In the NZC (Ministry of Education, 2007, p. 22), *Hauora* is defined as ‘a Māori philosophy of well-being that includes the dimensions *taha wairua*, *taha hinengaro*, *taha tinana*, and *taha whānau*, each one influencing and supporting the others’ (see Durie, 1994). In the document, these dimensions are translated in the glossary as relating to spiritual, mental and emotional, physical, and social well-being respectively (Ministry of Education, 2007).

In *Te Marautanga o Aotearoa* (Ministry of Education, 2008b), *Hauora* is listed as one of seven *Wahanga Ako* or learning areas. The *whakataukī* (proverb) introducing the learning area reads as follows (Ministry of Education, 2008b, p. 37):

*E tipu ai te pakiaka tangata, me whakatō he purapura wairua.
Whakahaukūtia te whenua ki te waiora pūmau kia puta ai ko te Hauora.*

*For the roots of humanity to grow well, spiritual seeds must first be sown.
Irrigate with the enduring waters of life, and Hauora will result.*

The purpose of this learning, according to *Te Marautanga o Aotearoa* (Ministry of Education, 2008b, pp. 37-38), is for students to have ‘access to the world of hauora. Students will have opportunities to learn about total health and well-being of spirit, mind, body, and heart, as well as environmental health. They will develop understanding about hauora by describing, explaining, trialling and evaluating its many facets’. The learning strands and achievement objectives in *Te Marautanga o Aotearoa* make explicit reference to each of the four dimensions of Durie’s (1994) model (spiritual, social, mental, and physical). In the NZC, however, the term wellbeing is used in these sections without further reference to specific dimensions.

Te Marautanga o Aotearoa also differs from the NZC in terms of its emphasis on relationships to place and to spirituality. Recent scholarship demonstrates that experiencing a sense of connection with land and locale is tied to the realisation of other valued aims such as social justice or environmental ‘literacy’ (Durie, 2003; Gruenewald, 2003a, 2003b; Macfarlane, Glynn, Grace, Penetito, & Bateman, 2008; Nolet, 2009). Furthermore, experiences of a sense of unity or connection to someone or something beyond the self, referred to as ‘transcendence’, have been acknowledged in the literature for their close association with wellbeing (Cloninger, 2004; Noddings, 2006; Park & Peterson, 2009; Wills, 2009).

The School Curriculum: Design and Review

Future-focused issues

The NZC articulates that curricula are designed and interpreted in a cyclic process involving three stages at three levels: the national, school, and classroom curriculum. While the NZC (Ministry of Education, 2007, p. 37) provides a ‘common direction’, schools are expected to design the curriculum in ways that address ‘the particular needs, interests, and circumstances of the school’s students and community’. To achieve this balance, the NZC (Ministry of Education, 2007, p. 39) recommends teachers base their class curriculum upon ‘future-focused issues’, and provides four examples: (1) sustainability; (2) citizenship; (3) enterprise, and (4) globalisation.

Wellbeing is mentioned within the second area, which is described as ‘exploring what it means to be a citizen and to contribute to the development and well-being of society’ (Ministry of Education, 2007, p. 39). If the ‘well-being of society’ is viewed as being comprised of ‘social, cultural, economic, and environmental’ dimensions, as it is articulated in the *vision* statement, then this apparent conceptual pairing with ‘development’ provides a different view of wellbeing than that proposed in the literature. Scholars have raised concerns about this association, particularly in relation to the environment, due to the impacts of further development on scarce or compromised natural resources (Gruenewald, 2003a, 2003b; Harper, 2004; Huckle & Sterling, 1996; Landorf, et al., 2008; Winter, 2007).

As an outcomes-based document, the NZC is forward-looking in both structure and function. According to the literature, a future-focused approach may not address the needs of all youth, many of whom are focused on more immediate concerns. For example, Eccles et al. (2008) noted the challenges youth face in negotiating, or even considering, how their roles and responsibilities as young people will translate into future ones, particularly without clear instruction or support. In recent years, scholars have begun to challenge the tendency to refer to youths’ future, rather than present lives, in policy and programming, urging consideration of their *well-being* in ways that complement *well-becoming* (Ben-Arieh, 2008b; Qvortrup, 1997).

Tertiary education and employment

Although the NZC addresses teaching and learning in the schooling sector (Years 1-13), this section of the text refers specifically to the tertiary sector as well as to future employment. The fourth explicit mention of wellbeing occurs in the Ministry’s (Ministry of Education, 2007, p. 42) description of what New Zealanders expect of their university graduates: ‘New Zealand needs its young people to be skilled and educated, able to contribute fully to its well-being, and able to meet the changing needs of the workplace and the economy’. Wellbeing appears to be viewed here in close association with the economy and the marketplace, connections that have been the focus of considerable attention and debate in the wellbeing literature (e.g. Bruni & Porta, 2005; E. Diener & Seligman, 2004; Dolan, et al., 2008; Easterlin, 1974; Nussbaum & Sen, 1993; Stevenson & Wolfers, 2008).

Many marketing campaigns reflect an assumed, direct relationship between wealth and wellbeing. In many Western, developed nations, wealth has served as a proxy for national wellbeing through GDP rankings, although in recent years, wellbeing scholars have challenged its adequacy to measure that which makes life worth living (E. Diener & Seligman, 2004). Today, policy agendas in developed and developing nations and communities are beginning to reflect interest in incorporating a broader set of indicators to gauge the wellness of communities (e.g. Cameron, 2010; Stiglitz, et al., 2009; Tierney, 2011).

Cross-sector alignment

Figure 4.2: The key competencies: Cross-sector alignment reproduced from (Ministry of Education, 2007, p. 42).

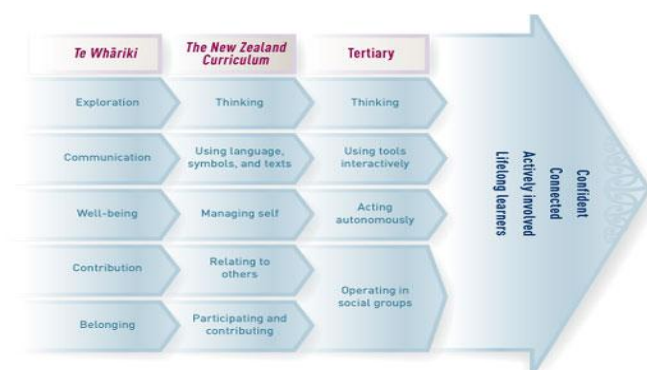


Figure 4.2 illustrates the cross-sector alignment of key competencies associated with Early Childhood Education (ECE), Years 1-13, and Tertiary envisioned by the Ministry (Ministry of Education, 1996, 2007, 2010a).

Authors of the Stocktake report (Le Métails, 2002) argued that a major impetus for streamlining what had been articulated in the NZC's predecessor, the New Zealand Curriculum Framework (Ministry of Education, 1993) as 57 essential skills into five key competencies in the NZC was to provide a continuous and directed learning pathway from one schooling sector to the next. Figure 4.3's depiction of the term wellbeing suggests that it is conceptualised by the Ministry as the starting point along this proposed learning trajectory. Here, wellbeing appears to develop into the competencies needed for 'managing self' in Years 1-13, and 'acting autonomously' once one enters tertiary education.

Table 4.2: MOE (1996, 2007, 2010a) definitions of ‘well-being’, ‘managing self’, and ‘acting autonomously’

Key Competency	Ministerial Definition
Well-being in ECE (Ministry of Education, 1996, p. 46)	This strand is based on the principle of Empowerment. Children who develop an enhanced sense of self-worth, identity, confidence, and enjoyment as they reach the goals of well-being in a responsive, stable, safe environment which supports the development of self-control and self-esteem. The goals of this strand recognise the principle of Holistic Development in promoting well-being through consistent, warm relationships which connect the various aspects of the child’s world. This strand recognises that Family and Community are important in contributing significantly to children’s well-being. In the same way, the strand of well-being emphasises that through Relationships, children develop trust that their needs will be responded to, and that trust contributes to developing confidence and independence.
Managing Self in Years 1-13 (Ministry of Education, 2007, p. 12)	This competency is associated with a self-motivation, a ‘can-do’ attitude, and with students seeing themselves as capable learners. It is integral to self-assessment. Students who manage themselves are enterprising, resourceful, reliable, and resilient. They establish personal goals, make plans, manage projects, and set high standards. They have strategies for meeting challenges. They know when to lead, when to follow, and when and how to act independently.
Acting autonomously in Tertiary (Ministry of Education, 2010a, p. 9)	Acting autonomously means that individuals are able to define themselves and operate effectively in a variety of spheres of life in workplaces, family/whanau or community roles. Acting autonomously includes the ability to: identify and take action regarding one’s interests, limits and needs; form and conduct life plans and personal projects; act within the big picture/larger context. In many situations individuals have to conform in social groups and balance this with their own aspirations. In considering a change in job, for example, an individual could be influenced by personal goals and interests as well as family obligations. Therefore, this key competency group is about managing oneself while remembering that we are always part of a wider social context.

Table 4.2 presents the Ministry’s descriptions of well-being, managing self, and acting autonomously. At each schooling level, the language used reflects different emphases upon relationships and contexts, individualism and independence. In *Te Whāriki* (Ministry of Education, 1996), for example, ‘holistic development’, ‘relationships’, and ‘family and community’ are emphasised, with ‘independence’ to be developed from each. In contrast, a focus on the self characterises the wording in both the NZC and Tertiary documents.

In the NZC, few references are made to others, with the exception of acknowledging that at times students will need to know their roles in relation to others: ‘when to lead, when to follow, and when and how to act independently’ (Ministry of Education, 2007, p. 12). Similarly, identity, functioning, and goal setting are central to the Tertiary conception of autonomy. By articulating that there are times when ‘individuals have to conform’ and that this requires a ‘balance’ with ‘their own aspirations’, the Tertiary statement (Ministry of Education, 2010a, p. 9) focuses on the individual, with the broader social context as something one has to work within. Taken together, the figure and the wording above imply that wellbeing evolves throughout a student’s learning pathway. Along the route, the focus on important competencies appears to shift from relationships at the centre of the developing self, to the self at the centre, to the self-in relationships.

Wellbeing scholars have argued that a student-focused perspective that neglects connections beyond the self gives unnecessary weight to the prevailing, but contested, stereotype of the egocentric, present-focused adolescent (Epstein, 2007; Stevens, et al., 2007). Legions of youth devote their time and expertise to civic and care work, and research demonstrates persistent links between these and wellbeing, along with measures of academic success (Lerner, 2004). While personalised learning has become a hallmark of education today and has played an important part in addressing the rich diversity of experiences with them to the classroom, research suggests it may actually compromise aspects of wellbeing that involve experiences of transcendence or connection (Cloninger, 2004; J. Cohen & Hamilton, 2009; Lave & Wenger, 1991; Ross & Munn, 2008).

Part I Summary

Table 4.3: Literature review- and NZC-informed wellbeing indicators

Conceptual framework categories	Conceptual framework domains	Framework 'indicators'	NZC 'indicators'
Assets	Having	-Resources -Tools -Opportunities	-Economic wellbeing -Marketplace -Economy
	Being	-Autonomy -Identity -Integrity	-Physical wellbeing -Autonomy -Independence -Individualism -Self-as-centre
	Relating	-Interpersonal relationships -Relationships to place -Relationships as meaning -Transcendence (Connections to someone/something beyond the self)	-Social wellbeing -Cultural wellbeing -Environmental wellbeing -Spiritual wellbeing
Appraisals	Thinking	-Curiosity -Creativity -Decision making -Mindfulness -Meta-cognition	-Mental wellbeing
	Feeling	-Full emotional spectrum -Socio-emotional education -Pastoral care	-Mental wellbeing
Actions	Functioning	-Involvements Breadth, depth, volition What is done How it is done	-Citizenship -Workplace
	Striving	-Motivation -Goals -Future-orientation	-Sustainable...future -Development

The five explicit references to wellbeing cited above suggest a set of indicators that add a New Zealand influence to the conceptual framework. As Table 4.3 illustrates, the terms used to describe wellbeing align with all seven domains of the conceptual framework. Taken together, they suggest that the NZC provides an interpretation of wellbeing as a multi-dimensional phenomenon involving a combination of *Assets*, *Appraisals*, and *Actions*. In the following section, I examine the language used to articulate the

Ministry's (Ministry of Education, 2007) *vision, values, principles*, and *key competencies* for implicit references to wellbeing that may provide additional indicators for each of the seven domains.

Part II: Implicit references to wellbeing

Vision: "What we want for our young people"

Table 4.4: Categorisation of NZC *vision* indicators within the conceptual framework domains

Having	Being	Relating	Thinking	Feeling	Functioning	Striving
-Resourceful -Effective users of communication tools	-Positive in their own identity -Resilient	-Reliable -Able to relate well to others -Connected to the land and environment -Members of communities - International citizens	- <u>Enterprising</u> and Entrepreneurial -Literate and numerate -Critical and creative thinkers -Informed decision makers		-Enterprising and <u>Entrepreneurial</u> -Contributors to the well-being of New Zealand – social, cultural, economic, and environmental -Participants in a range of life contexts -Active seekers, users, and creators of knowledge	- Motivated

The Ministry (Ministry of Education, 2007, p. 9) provides more than twenty descriptive terms to describe New Zealand's vision of young people 'who will be confident, connected, actively involved, and lifelong learners'. As table 4 shows, the language used within this section resonates with constructs associated with the majority of the framework's seven domains with one exception: the *Feeling* domain.

One's affective *Appraisals* of wellbeing have long been the focus of attention in the literature (e.g. Aristotle, 2006; Bentham, 1996; Jahoda, 1958) and are playing an increasingly significant role as indicators of societal wellbeing today (see Cameron, 2010; E. Diener & Seligman, 2004; Tierney, 2011). While the importance of feeling well is gaining attention in the New Zealand media, statistics from national surveys indicate that New Zealanders experience comparably high rates among the OECD countries of youth bullying and suicide (Ministry of Health, 2010; Mullis, Martin, Kennedy, & Foy, 2007). Notably, the NZC *vision* statement appears to reflect little attention to what New Zealanders want for their young people in terms of how they feel or experience emotions, positive or negative.

Values: "To be encouraged, modelled, and explored"

Table 4.5: Categorisation of NZC *values* indicators within the conceptual framework domains

Having	Being	Relating	Thinking	Feeling	Functioning	Striving
	- Integrity	-Diversity -Equity -Ecological sustainability	-Innovation, inquiry, and creativity	-Respect	-Community and participation	-Excellence

The inclusion of specific value statements in the NZC reflects a recommendation in the Stocktake report (Le Métails, 2002, p. 56) to make 'attitudes and values' explicit due to their 'potential to aid the

effectiveness of the curriculum by strengthening social cohesion, developing a stronger sense of civics, citizenship and more enterprising attitudes, and fostering a culture of innovation, respect for others and critical thinking'. These constructs have been identified in the literature as important aspects of wellbeing (Almgren, Magarati, & Mogford, 2009; Bradshaw, Hoelscher, & Richardson, 2007; J. Cohen & Sandy, 2003; Education for Enterprise, 2010; Helliwell & Putnam, 2004; Lerner, 2004; Mortimer & Larson, 2002; Noddings, 2003, 2008a; Wagner, 2008). However, this 2002 statement is not reproduced in the 2007 NZC.

While table 5 indicates an absence of values under the *Having* domain, references to issues related to this domain in other sections of the policy and antecedent documents suggest that having access to or use of resources or materials is considered valuable to wellbeing. For example, the authors of the Stocktake report (Le Métais, 2002, p. 56) argued that resources such as capital investment are linked to student outcomes, which are further improved when 'resources are aligned with curriculum goals, tasks and assessment'. ICT resources, in particular, a significant cost to schools and the MOE, are cited as 'critical' for improving student outcomes (Le Métais, 2002). Recent research by the OECD (2010) exploring direct relationships between computer access and use and students' educational performance further supports this contention. However, two values are listed which are considered to be in tension with the economy and workplace: 'ecological sustainability' and 'curiosity'. Several scholars argue that these two values, in particular, are not always viewed as compatible with the purposes and focus of productivity and development (Craft, et al., 2008; Landorf, et al., 2008; Noddings, 2008a; Nolet, 2009; Orr, 1992, 1994; Winter, 2007).

Key competencies: "Capabilities for living and lifelong learning"

Table 4.6: Categorisation of NZC key competency indicators within the conceptual framework domains

Having	Being	Relating	Thinking	Feeling	Functioning	Striving
	-Managing self	-Using languages, symbols, and texts -Relating to others	-Thinking		-Participating and contributing	

In the NZC, *key competencies* are defined as a combination of skills, knowledge, attitudes and values that are important independently, but also as means to further ends. Each of the five is conceptualised as context-dependent, but also important for functioning and success across all learning areas in school, and throughout one's life (Carr & Peters, 2004; Rychen & Salganik, 2003). Analysis reveals that four of the seven conceptual framework's domains are represented by the language in the *key competencies*: *Being*, *Relating*, *Thinking*, and *Functioning*, with an apparent emphasis in the language on *Being* and *Relating* well (see table 6).

Closer examination of the curriculum documents viewed to be ‘in alignment’ with the NZC provide a possible explanation for what wellbeing means with regard to these domains. As previous discussion regarding cross-sector alignment demonstrated, the ECE conceptualisation of wellbeing appears to reflect a holistic and relational perspective. In contrast, use of the terms ‘managing self’ and ‘act autonomously’ suggests a more narrowed, individually-focused view of the older student’s wellbeing. In the literature, some scholars question others’ tendency to use ‘independence’ and ‘individualism’ interchangeably with autonomy. Chirkov et al. (2003) argue that these constructs are empirically distinct, and others contend that their perceived value is both relationally and contextually dependent (Korr, et al., 2005; Loose, 2008).

Self-Determination Theory (SDT: Deci, 2009; Deci & Ryan, 1985) specifically addresses these relationships. According to SDT, autonomous people ‘act in accord with their authentic interests or integrated values and desires’ (Ryan, 1995 in Chirkov, et al., 2003, p. 98). Chirkov et al. (2003) state that the opposite of autonomy is heteronomy, or the experience of being controlled or compelled to behave in particular ways regardless of values, interests or desires. In contrast, independence is defined by SDT theorists as not relying on others for help, support or resources (Ryan & Deci, 2000). Therefore, it is possible to be independent, but not autonomous, and vice versa. While independent and personalised learning have become favourable policy agendas in schools, some scholars argue each may actually compromise educational aims such as academic press, or the ‘rigorous expectations’ of effort (Hammack, 2008, p. 2069), wisdom (Sternberg, 2004), or social justice (Lerner & Overton, 2008).

Principles: "Foundations of curriculum decision making"

Table 4.7: Categorisation of NZC *principles* indicators within the conceptual framework domains

Having	Being	Relating	Thinking	Feeling	Functioning	Striving
	-High expectations -Cultural diversity -Inclusion	-Treaty of Waitangi -Community engagement -Coherence	-Learning to learn			-Future focus

The Ministry (Ministry of Education, 2007, p. 9) states in the preamble to this section that the principles ‘embody beliefs about what is important and desirable in school curriculum – nationally and locally’. They are intended to apply to all decision making, at the class, as well as school level. According to this analysis, the language used to describe the principles aligns with four of the conceptual model’s domains. Similar to the *key competencies* section, the majority of the terms and phrases appear to resonate with research foci addressed within the *Relating* and *Being* domains (see table 7).

For example, an emphasis on the *Being* domain is apparent in the preamble, which states that the *principles* ‘put the students at the centre of teaching and learning, asserting that they should experience a curriculum that engages and challenges them, is forward-looking and inclusive, and affirms New

Zealand's unique identity' (Ministry of Education, 2007, p. 9). In addition, the section appears to emphasise *Relating* on multiple levels in terms that align with the literature on interpersonal relationships (see J. Cohen & Hamilton, 2009; Hatt, 2005; Hattie, 2009; Keith, 2010; Trzcinski & Holst, 2008), relationships to place or to a physical or ideological 'home' (see Bokhorst-Heng, 2007; Gruenewald & Smith, 2007), and relationships as meaning (see Heine, et al., 2006).

In contrast, few principles appear to align closely with the *Feeling* domain. 'Inclusion' provides a possible exception as it includes language discussing the importance of affirming students and addressing their particular needs (Ministry of Education, 2007, p. 9). However, explicit mention of the role of emotion in the principles is lacking, and suggests a sterility to the 'processes of planning, prioritising, and review' of curriculum. In the wellbeing community, affective appraisals are of critical concern. As well as being key indicators of subjective wellbeing, emotional literacy and experiencing positive emotions in school have been identified as foundational elements of effective performance on more traditional measures of academic success (Bar-On, 2005; Fredrickson, 2004).

DISCUSSION

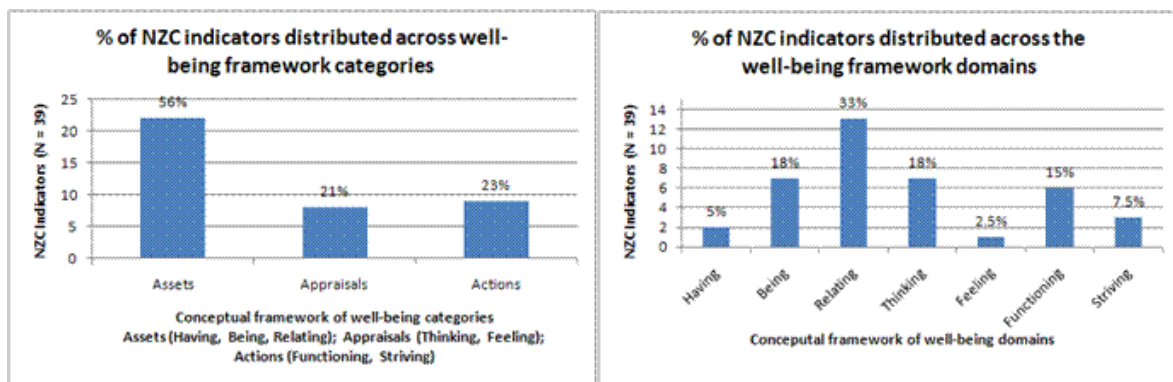
Table 4.8: Categorisation of NZC indicators within the conceptual framework domains

Wellbeing domains	NZC-based 'indicators' of wellbeing			
Domain	Vision	Values	Key Competencies	Principles
Having	-Resourceful -Effective users of communication tools			
Being	-Positive in their own identity -Resilient	-Integrity	-Managing Self	-High expectations -Cultural diversity -Inclusion
Relating	-Reliable -Able to relate well to others -Connected to the land and environment -Members of communities -International citizens	-Diversity -Equity -Ecological sustainability	-Using languages, symbols, and texts -Relating to others	-Treaty of Waitangi -Community engagement -Coherence
Thinking	- <u>Enterprising</u> and Entrepreneurial -Literate and numerate -Critical and creative thinkers -Informed decision makers	-Innovation, inquiry, and creativity	-Thinking	-Learning to learn
Feeling		-Respect		
Functioning	-Enterprising and <u>Entrepreneurial</u> -Contributors to the well-being of New Zealand – social, cultural, economic, and environmental -Participants in a range of life contexts -Active seekers, users, and creators of knowledge	-Community and participation	-Participating and contributing	
Striving	-Motivated	-Excellence		-Future focus

Using the conceptual framework introduced in the literature review as an analytic tool, I argue that the language used within the NZC resonates with the wellbeing literature in ways that generally align with the domains of the proposed model: *having, being, relating, thinking, feeling, functioning, and striving*. However, NZC-informed wellbeing indicators were not evenly distributed across the seven domains of the framework (see tables 3 & 8). This imbalance raises several important questions that will be addressed: 1) Does the NZC represent a view of wellbeing, unique to the New Zealand education sector? 2) How might new understandings of wellbeing impact on current education policy and practice across cultures? 3) In what ways might a New Zealand education-influenced perspective inform the current theoretical and empirical work on wellbeing?

Question 1: Does the NZC represent a view of wellbeing, unique to the New Zealand education sector?

Figures 4.3 & 4.4: % of NZC indicators distributed across wellbeing framework categories and domains



Figures 4.3 & 4.4 illustrate the distribution of NZC indicators across the categories and domains of the conceptual framework. Figure 4.3 presents a general picture of how NZC-informed indicators align with framework categories; it suggests that wellbeing is viewed primarily in terms of assets in the NZC, with less attention to how those assets are appraised or acted upon. Figure 4.4 depicts the distribution of NZC-informed indicators across the seven domains of the framework. Viewed in this way, it appears that many of the indicators align with the *relating* domain, whereas only a small number align with the *striving, having, and feeling* domains. The observed combination may reflect findings from the broader study that indicate New Zealand students generally observe a cultural value system that discourages ‘tall poppies’ – those who blatantly pursue material gain and social recognition, or that condemns public airing personal concerns.

This analysis also suggests areas of alignment between the NZC and contemporary wellbeing scholarship. In particular, findings suggest that underpinning the specific curricular language of the NZC is a view of wellbeing as a complex, interrelated system involving a combination of *Assets, Appraisals, and Actions*.

For example, the collective importance granted to the *vision, values, principles* for curriculum design, *key competencies*, and learning areas resonates with a view of the wellbeing domains as interwoven and interdependent and contextually-based. This is exemplified in the NZC (Ministry of Education, 2007, pp. 9, 16, 38) through the identification of ‘coherence’ as a *principle*, and through suggestions for schools to make use of ‘natural connections that exist between learning areas’ to ‘link learning areas to the values and key competencies’, as well as to endeavour to design curriculum ‘so that learning crosses apparent boundaries’. Likewise, the domains of the model are fluid and interdependent. While some may be emphasised at times over others, together, the whole is considered to be greater than the sum of its parts.

Question 2: How might new understandings of wellbeing impact on current education policy and practice across cultures?

In New Zealand, decentralised school governance creates numerous opportunities for the national curriculum to be further interpreted and delivered in site-specific ways. Yet, findings from this study may also be instructive for educators practicing in different schooling contexts. With a clear understanding of how wellbeing is defined at a national level, local educators can develop educational experiences by drawing upon local resources and tapping into students’ interests.

Notably, explicit mention to wellbeing in the NZC resides primarily in the HPE curriculum. Given that schools are not *required* to provide coursework to students from this Learning Area to Y 11-13 students, it is possible that the topic of wellbeing is not addressed or incorporated into senior secondary students’ learning experiences. This lack of focused attention suggests that the topic of wellbeing is privileged less than others included as required by students across the learning trajectory for higher qualification rankings such as University Entrance by the prior system, for example.

For example, contemporary wellbeing research may serve as an engaging topic to incorporate into school programmes. Wellbeing could serve as its own subject-independent thematic focus, framed by essential questions engaging scholars in the wellbeing community (Palmer 1998). For example, can money buy happiness (Easterlin, 1974, 2005; R. Layard, 2005; R. Layard, 2005; Vohs, et al., 2006)? Are objective measures sufficient to gauge national wellbeing (Helliwell & Putnam, 2004; Land, et al., 2007; Sirgy, et al., 2006)? Does wellbeing change over time (Headey, 2008a, 2008b; Lucas, 2007)? In addition, teachers’ expertise could be complemented with place-based educators’ and neuro-economists’ as they collectively work to support the development of youth who develop connections to places and ideologies beyond the familiar, and who are able to critically evaluate possible options and make informed decisions.

Despite a trend in political circles to incorporate a broader set of indicators into measures of national wellbeing, today’s accountability culture may influence educators to rely upon more traditional,

objectively-based metrics of student wellbeing. As it is discussed in the NZC, wellbeing appears to be interpreted in similar ways to the Social Development model which combines economic, social, environmental and cultural wellbeing. It is important to consider how these dimensions resonate with today's youth. While measurable indices and specific guidelines for wellbeing may be seen as compatible with existing metrics to gauge student achievement, such an approach might impinge upon educators' sense of agency in giving effect to national curricula. Alternatively, accepting the nuances of defining wellbeing may allow for the development of a model that works within the confines of existing assessment programmes while simultaneously acknowledging and embodying the complexities of teaching and learning.

Question 3: In what ways might a New Zealand education-influenced perspective inform the current theoretical and empirical work on wellbeing?

I contend that this exercise offered insights of potential import to the multi-disciplinary and international academic community interested in educational wellbeing. Specifically, principles of bi-culturalism, a heavy emphasis on preparing senior secondary students for qualifying exams, and local school governance and curriculum design [similar to charter schools in the U.S.], are three conditions that appear to have particularly influenced how wellbeing is defined and used in the NZC. Each of these will be addressed below.

First, the differences found between *Te Marautanga o Aotearoa* and the NZC foreground how world views shape and are shaped educational experiences. By creating a partner document honouring the philosophies and principles of Māori culture, the Ministry provides an example of how nations can tap into the wisdom and expertise of multiple perspectives to enrich educational experiences. Questions remain regarding the extent to which *Te Marautanga o Aotearoa* influences English-medium students' educational experiences, inviting further study. However, recognition of the differences between these two documents may inform understandings of what wellbeing is, and what it means, to a continually diversifying student population. A cursory review suggests that the language of *Te Marautanga o Aotearoa* complements the current wellbeing literature in ways that the NZC does not. Giving effect to developing understandings of wellbeing may be better realised when the best elements of both documents are included.

Second, senior secondary educational experiences in New Zealand revolve heavily around preparation for and taking of qualifying examinations, an emphasis currently filtering into primary schools in the form of controversial National Standards. New Zealand is not alone in this focus, yet recognition of this heightened emphasis on testing and evaluation is important for those seeking to incorporate wellbeing principles into theory, policy and educational practice.

Wellbeing scholars have long recognised that what matters to governing bodies and funding agencies is what is measured (Sirgy, et al., 2006; Veenhoven, 2002). However, there appears to be some ambiguity in the NZC with regard to what aspects of the formal curriculum teachers and students will be accountable. Consider the following phrases taken from the *Design and review* section in the NZC (Ministry of Education, 2007, p. 38; emphasis added): ‘*wherever possible, schools should aim to design their curriculum so that learning crosses apparent boundaries*’, and ‘*links between learning areas should be explored*’. This language suggests that although students are involved in testing their competency in specific learning areas, the aspects of the curriculum outlined in the *vision, values, principles, and key competencies* sections of the document are not necessarily accounted for in a student’s qualifications record. If wellbeing appears to be viewed as a desired educational outcome, then in today’s accountability culture, the time is ripe for consideration of if and how emerging school-based wellbeing indicators can be realistically and effectively operationalised and accounted for.

Third, the NZC is a product of an education system that supports local school governance and curriculum design. To build upon the advantages afforded by local control (Resh, 2009), wellbeing scholars must be willing to actively engage with school communities, and to honour and maintain the integrity of existing schooling practices and ethos. Doing so requires the development of research questions relevant to practitioners and students, data collection that complements existing schedules, theory building with clear connections to practice, and open and transparent communication. In so doing, future work will maximize the impact of research outcomes on fostering youth wellbeing.

Such a process lends itself to enhanced models of wellbeing that (1) are relevant to the lives and lifestyles of the local school community; (2) resonate with the overarching purpose and aims set forth in the curriculum; (3) respect the integrity of the complex cultures operating in the classroom contexts; and (4) can be incorporated into existing educational experiences including instructional practices, teachers’ praxis, and both formative and summative assessments. The outcome of such work may not include a definitive answer as to what wellbeing is, but can provide a feasible and flexible structure for holistic assessment of student achievement, resulting in a multi-faceted view of academic success that encompasses wellbeing.

CONCLUSION

In this chapter, I sought to address Specific Research Question #2: How is wellbeing defined at the national curriculum level in New Zealand and does this definition resonate with earlier and later conceptualisations of student wellbeing in New Zealand schools? I examined a particular, contextualised perspective on wellbeing, by exploring the language used within the NZC to identify possible indicators of wellbeing that were relevant to and resonate with New Zealand schooling communities. I recognize that in drawing upon a theoretical model to analyse the data, I examined it from a particular point of view.

I also acknowledge that content analysis was inherently reductive, placing constraints upon the contextual influences of particular words or phrases (Gee, 2010; Hsieh & Shannon, 2005).

For example, the *vision* statement (Ministry of Education, 2007, p. 8) describes learners by referring to the construct ‘confident’, a term further delineated by the following terms paired together ‘enterprising and entrepreneurial’. Without further explanation provided, these terms could be viewed as connected with the *Having* domain of the conceptual model for their associations with pecuniary issues (e.g. Seikkula-Leino, 2011). Antecedent documents suggest they were conceptualised as independent constructs by stakeholders contributing to the NZC, with *enterprising* discussed in terms of creativity, and *entrepreneurial* in terms of work that benefits one’s nation economically. Defined in these ways, these terms would also be associated with the domains *Thinking* and *Functioning* respectively (see D. Burke, 2010; Business New Zealand, 2006; Education for Enterprise, 2010).

In addition, the eight identified *values* are only cursorily described within the NZC, but their meanings are illuminated further by Keown et al. (2005) in antecedent documents, further illustrating the importance of contextual influences. In their report, values are linked with ‘associated notions, concepts, and ideas’, some of which include Māori terms without an accompanying English translation (Keown, et al., 2005). While useful to clarify these broad constructs, the diverse range of examples provided made them difficult to categorise. For example, ‘excellence’ (*hiranga*) was further delineated by the following terms: achievement, excellence, doing your best, perseverance, resilience, striving, competition (Keown, et al., 2005). In the literature, ‘achievement’ and ‘competition’ were viewed as being in tension, if not compatible, particularly for those whose world views emphasise collective rather than individual wellbeing (R. Layard, 2005).

The analysis of data revealed a number of areas of alignment between the literature and the curriculum, in particular, wellbeing as a multi-faceted construct. The curriculum also reflected commonalities with how wellbeing is presented in the public realm, namely, that wellbeing is a desired outcome, rather than integral to the process of education. Findings also revealed that the ways in which wellbeing is discussed and presented in the Maori-medium and Early Childhood Education curricula are in close alignment with contemporary research perspectives of wellbeing, in particular, those that align with the Positive Youth Development and Socio-Emotional Education proponents. However, these approaches are not as emphasised within the NZC. Aside from the Health Promoting Schools approach in New Zealand, to which MVHS was not a part, to date, there appears to be little emphasis at the classroom level on encouraging students to tap in to their ‘inner self’ and draw from their inherent strengths to face challenges, to raise or confront questions, or to make their mark as a unique and integral part of the community collective.

Finally, findings suggest a limitation to the conceptual framework presented in chapter 2. The NZC language suggests that wellbeing is not a static, universal construct, but one that is experienced uniquely. Thus, the notion of wellbeing as a series of (albeit important) building blocks, may be inappropriate. This consideration will be explored further in later chapters. In the following chapter, the students share their perspectives on what wellbeing means to them, and through a variety of mediums, illustrate the role of wellbeing in their lives as youth.

CHAPTER FIVE

DEFINING WELLBEING FROM A SECONDARY STUDENT PERSPECTIVE

INTRODUCTION

Chapter 2 introduced a conceptual model to organise the literature and research on wellbeing, and Chapter 4 presented a view of how these themes are to be interpreted by the language of the NZC. These views of wellbeing, one offered by the multi-disciplinary academic community, and the other representing the guiding principles of education in New Zealand (addressing Specific Research Question #1), provided the background with which to contrast how wellbeing as a general construct is understood by the students. In this chapter, I address Specific Research Question #2: How do students in a single secondary school define and experience wellbeing? To do so, I examine whether literature- and curriculum-based uses of wellbeing are relevant to and resonate with senior secondary-aged youth, a cohort that is situated on the cusp of entry into their adult lives. This chapter presents data collected over a three-day teaching and learning event in which students were invited to share their understandings of wellbeing as they worked to accomplish tasks related to their school examinations.

Why study wellbeing in school?

School-based research is well-suited for, and can make a significant contribution to, the wellbeing literature. First, the range of expertise and scholarly interests represented in the typical school community is similar to that of many inter-disciplinary wellbeing research teams. Within core and elective subjects, a diverse range of issues pertaining to wellbeing can be explored. For example, economics students studying national and global income inequalities could examine what Easterlin (1974, 2005) and others have debated for years: can money buy happiness (R. Layard, 2005; Stevenson & Wolfers, 2008; Vohs, et al., 2006)? Sociology students discussing possible indicators of societal wellbeing may engage in discussions about what constitutes valid and reliable measures. Must the instrument be quantitative, qualitative or both? Is one indicator sufficient, or is an index more appropriate? If so, what should be included? Are wellbeing indicators culturally relative or culturally specific? These are questions that have engaged the social indicators research community for decades, and the youth perspective may greatly enhance the continuing debate (Helliwell & Putnam, 2004; Land, et al., 2007; Sirgy, et al., 2006).

Second, school-based research provides an important context in which researchers can conduct in-depth, prolonged observations and interviews. Qualitative methodologies, in particular, can capture the ebb and flow of the complex cultures of the educational environment, thereby complementing large-scale survey research (e.g. Denny et al., 2011; Denny, Robinson, Milfont, & Grant, 2009; Ministry of Social Development, 2010). Qualitative research can be limited, in that results may not directly generalise to other settings (Creswell, 2008). However, a participant-centred qualitative study can provide detailed

explanations difficult to represent on a Likert scale. Indeed, in their day-to-day interactions with their students, many teachers hold insights into their students' lives to which many researchers, or even parents, may not be privy. These, in turn, can be used to assist educators in other contexts with different populations of students, who aim to design educational experiences with wellbeing in mind.

Students, particularly senior secondary students in their last two years of schooling, have been an untapped resource in contemporary wellbeing research. Yet, with twelve or thirteen years to draw upon, this cohort is particularly 'information rich' (M. Q. Patton, 2005), and can offer important insights that junior students would not have the experience or perspective to provide. For example, they alone can explain if and how common indicators of student wellbeing – typically school exam performance – reflect their capacity to 'contribute to the well-being of society' (Ministry of Education, 2007, p. 8). Their insights may then inform policy makers and practitioners currently working to align curricular and assessment objectives.

However, the intense focus on school examinations at the senior secondary level poses particular challenges for researchers. In many schools, administrators and teachers are often reluctant to dedicate limited time and resources to research projects, particularly those that involve more than a brief survey. Thus, a degree of flexibility in methods, availability and role is required. Researchers must be familiar with the school ethos, operating cultures of the classroom and testing schedules in order to avoid compromising the teachers' curricular goals and assessment schedule.

For this study, I drew on ten years' experience as a senior secondary educator to develop a research method compatible with the participating teacher's praxis. Although wellbeing served as a content focus, I designed all of the research activities so that students could simultaneously learn and practice new skills, and subsequently earn credits towards their literacy standards for the National Certificate for Educational Achievement (NCEA). New Zealand's NCEA assessment program was only recently revised, and is currently the primary means by which students gain their educational qualifications for work or further study. As a result, this research achieved two important aims. First, it demonstrated that research can be successfully undertaken in time- and schedule-constrained contexts. Second, it showed that the topic of research inquiry can be an effective, as well as engaging means to develop skills, competencies and dispositions highlighted in the school curriculum as necessary tools for successful lifelong learners. Third, it fills an existing gap in the New Zealand education and the wellbeing literature by presenting students' qualitative understandings of and experiences with wellbeing in a senior secondary context.

The study reported here focused specifically on the question, 'How do senior secondary youth define wellbeing?'

FINDINGS

During the second class meeting of the school year, Jan offered to leave the room to allow the students to speak freely about what she felt to be an important, but possibly controversial, topic. During the ensuing conversation, students were invited to comment on three possible research topics: the newly revised NCEA assessment scheme, health and wellbeing, and curriculum development. The term 'health' was initially included as a research focus as it frequently appeared in conjunction with the term 'wellbeing'. Nearly all of the 22 students present that day felt that it was important for adults to understand the students' perspectives on testing, as well as health and wellbeing. However, there was some debate about which topic should receive more focused attention. For example, one student suggested the testing scheme would be 'the easiest one to do, because we are right in the middle of it. It seems [sic] the most easiest [sic] because many of us have a clear view about it and weather [sic] or not we like it'. This discussion revealed that students' interest in the health and wellbeing topic was personally relevant and, therefore, of a more immediate concern to them. This became evident in their enthusiastic participation in the following discussions, summarised below, in which they attempted to define each construct.

How do students conceptualise health?

Students' initial responses to queries about the definition of the term 'healthy' yielded the following:

- fit
- able to run long distances
- happy
- able to have food
- able to have money to eat
- exercise
- pH of 6.9
- sports
- good family background.

These responses are notable for their apparent alignment with research-based wellbeing indicators (see Cummins, 2000; Deci & Ryan, 1985; E. Diener & Seligman, 2004; F. A. Huppert et al., 2008; Ryan & Deci, 2000; Ryff, 1989; Ryff & Singer, 1998; Seligman, 2002), although they appear to hone in on the physical aspects of health.

How do students conceptualise wellbeing?

In contrast, students were unable to provide a comparable list to define the term 'wellbeing', beyond 'that Hauora thing'. Reference to the Maori philosophy of wellbeing suggests some students may have drawn upon their experiences in Health and Physical Education (HPE) class to define the term. According to the NZC (Ministry of Education, 2007, p. 22), 'the focus is on the well-being of the students themselves, of

other people, and of society through learning in health-related and movement contexts'. *Hauora*, along with attitudes and values, the socio-ecological perspective, and health promotion represent the 'four underlying and interdependent concepts [that] are at the heart of this learning area' (Ministry of Education, 2007, p. 22). The curriculum statement for the HPE learning area, which guides teachers' curriculum design, makes specific reference to Durie's (1994) *Te whare tapa wha* model of *Hauora*, which conceptualises wellbeing in terms of four, interdependent domains: physical, mental and emotional, spiritual, and social well-being. However, without specific reference to this model in the NZC, it remains unclear if and how teachers at the participating school utilised the model to design their educational experiences.

According to the NZC, HPE is compulsory through Year 10, thus all participating students theoretically had some exposure to the terms wellbeing and *Hauora*. In addition, a small minority of students elected to continue their HPE studies as Year 13 students. However, even for those students currently enrolled, wellbeing appeared to be a difficult term to discuss. In her journal response to the day's discussion, one student explained, 'Wellbeing seams [sic] quite hard because I do it in health and even in that class it takes a while for things to come into my brain, and share to the class'. Another student wrote that even though the topic was as important to study as the impacts of the new assessment scheme on their lives and learning, 'total wellbeing I think would be harder to do because some stress and other things come from home! and not alot [sic] can be done about that'. The notion of wellbeing as situated outside of the realm of their educational experiences was also implied in another student's journal response: 'I think it is really cool that an adult is trying to understand high school students, and go to that extra mile to understand things normal teachers don't'. In sum, the diversity of topics that emerged from the first discussion regarding research topics suggested that gaining conceptual clarity on the term wellbeing was a compelling focus for the study.

Three-day teaching and learning event

Visual art

On the first day of the teaching and learning event, the 17 students present were provided with blank paper and coloured pencils and invited to represent their understandings of wellbeing visually. The only directions provided to the students were to use the materials as tools to express themselves. For 30 minutes students were deeply engaged with their work. Following a five minute wrap-up, students were invited to share what they had drawn, and all appeared eager to do so. Initially, students shared their work in small groups of two or three, and were invited to refer to their work at any time over the next several days to support their ideas and opinions.

Students' artwork portrayed a wide range of images, suggesting that wellbeing was conceptualised by students in broad and diverse ways (see Appendix C). While many of the images in their drawings

represented wellbeing as it is commonly depicted in political discourse and popular media (e.g. money, material objects money affords, relationships, health, hobbies), also present were images less commonly addressed. For example, many students drew images of nature (e.g. mountains, the beach, trees, the Earth). Students' images revealed that the importance they grant to the natural environment could be a salient connection point for their learning. In fact, Gruenewald (2003a, p. 3) advocated 'place-based pedagogies' that educate in ways that will impact on the 'wellbeing of the social and ecological places people actually inhabit'.

In recent years, spirituality and religiosity have each gained a more prominent presence in the wellbeing literature, as integral not only to spiritual, but also to physical, relational and emotional dimensions of wellbeing (Damon, 2004; Kline, 2008; Lerner & Overton, 2008). This research suggests that it may be the experience of feeling connected to something other than oneself, or an experience of transcendence, that relates to enhanced wellbeing (see also Cloninger, 2004). However, only two students made references to experiences of spirituality or religiosity in the form of the words 'Jesus' and 'the man upstairs'.

Central to many students' drawings were images or words related to independence, such as financial freedom, having 'alone time' or 'being who you are'. Notably, all of the drawings that included individual-focused images also depicted words or images referring to relationships with others. While adolescents are often portrayed as egotistical, or consumed by a focus on their own personal identity or selfhood, these images suggested that, far from competing for attention, both relationships and personal time contributed to students' understanding of wellbeing. Vohs and Finkel (2006) provided numerous examples to argue that traditional scholarship exploring the self and relationships as separate entities may deserve reconsideration, given the inextricable ties most people experience between their personal and social identities, and the web of relationships that contribute to defining them.

Table 5.1: Examples of students' visual images and phrases categorised into the seven domains of the conceptual framework for wellbeing (see Appendix C)

Domain	Visual images and phrases
Having	\$ signs; bills or coins, 'earning my own money'; 'things that mean a lot to me (e.g. my car)'
Being	'independence'; 'alone time'; 'health'; 'safety'; 'freedom'; 'being who you are or who you want'
Relating	'my old man'; 'friends and family'; nature images; 'the man upstairs'; pets; 'trust'
Thinking	'your mind'; 'don't take life and things for granted'
Feeling	Laughter; smiles; 'fun'; 'feeling good about myself'; 'having someone to talk to when I'm down'
Functioning	'hip hop'; images of sport, travel, alcohol; music; 'the way someone lives'
Striving	'being who you are or who you want'

The data suggests that students relate wellbeing to all seven domains of the conceptual model, although some received greater emphasis in the drawings than others. For example, all 17 drawings referred to some type of activities, interests, hobbies or involvements associated with the functioning domain. The relating domain was also well-represented, with all but one of the 17 drawings displaying images or words associated with friends, family or connections to someone or something beyond the self. Material objects or pecuniary-related images or words were included in 14 of the 17 drawings. Eight of the 17 drawings referenced pictures or words related to feelings such as happy faces, ‘feeling good’ or ‘fun’. Least represented in words or images were the thinking and striving domains. Neither school nor learning were mentioned in any of the drawings and, with the exception of the two phrases listed in Table 5.1, no other mention was made of wellbeing indicators associated with the thinking domain in the literature (e.g. choices or decision making, cognitive appraisals, etc.). The lack of references to the future, or striving towards goals is notable, and suggests that students’ present circumstances may be most pertinent for their understandings of wellbeing.

Small-group discussion

Twenty minutes before the end of the period, students were invited to share their experiences of engaging in this exercise with their neighbours, and to share their drawings if they chose. Three questions posted on the board served to guide their discussion: (1) What is your definition of wellbeing? (2) How would you describe someone with wellbeing? (3) How does one have/get wellbeing? Following 15 minutes of small group discussion, volunteers from each group were asked to come up to the board and share their responses to the questions. This data is presented in its entirety below, organised by question. Domains of the conceptual framework that align with each response are highlighted in parentheses.

Question 1: What is your definition of wellbeing?

- things that make you happy (having, feeling)
- good life e.g. healthy, wealthy (being, having)
- having friends and family with you no matter what you are going through (relating)
- being well, happy, body image, the way someone lives and feels; sexually active (being, feeling, thinking, functioning, feeling, relating)
- career, what you are doing; the environment around you; wealthy, poor, crowd – hanging out with the wrong crowd; who you’re with: supportive people, non-supportive (functioning, having, relating)
- Hauora – different aspects of your life – family, social, etc. ... and how you feel about them. What’s the best things for you to get on with family, friends (relating, feeling, having)
- makes you think; friendship; knowledge (thinking, relating, thinking)
- being pleased and happy with all aspects and dimensions of your life (thinking, feeling).

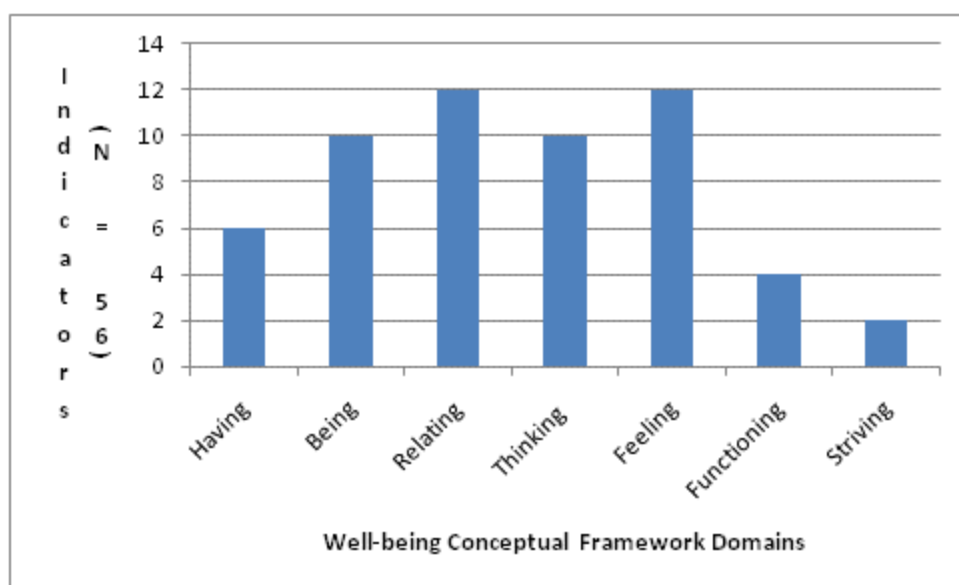
Question 2: How would you describe someone with wellbeing?

- happy, healthy, fulfilled (feeling, being, thinking)
- inner piece [sic] (being)
- looking after yourself; happy, satisfied with their life (being, feeling, thinking)
- it depends on each individual – varies; content with their lives; happy, healthy, goal-orientated (being, thinking, feeling, being, striving)
- being pleased and happy with all aspects and dimensions of your life (thinking, feeling)
- someone who is happy with themselves and their surroundings, what is going on with their life, being content [sic] (feeling, being, relating, functioning, thinking)

Question 3: How does one have/get wellbeing?

- finding things that make them happy, achieving goals you set (having, feeling, striving)
- having things in life that make you feel good (having, feeling)
- having friends (relating)
- knowing who you are, where you stand (in your family, friends) (being, relating)
- by doing things they live [sic], stress-free, being content [sic], accepting, sex, at one with self [sic], family (functioning, feeling, thinking, relating, relating, being, relating)

Figure 5.1: Distribution of students' wellbeing responses across the seven wellbeing domains of the conceptual framework



As Figure 5.1 indicates, students' descriptions are distributed fairly evenly across five of the domains of the conceptual framework. As with the visual exercise, words or phrases associated with the relating domain were among the most common, alongside the feeling domain. Notably, fewer references to the

having domain and more references to the feeling domain were made when students addressed the wellbeing questions directly as opposed to the visual depictions. Also notable were the minimal number of references to the functioning domain; this may reflect an ease of translation between physical activities and the physical act of drawing, although further research is needed to explore this finding. Finally, similar to the previous exercise, references aligning with the striving domain were minimal, again suggesting a focus on students' present circumstances.

Hauora model walkabout

The second day of the teaching and learning event began with a brief review and discussion of the previous day's events, during which time students were invited to share thoughts or pose questions. Following the principles of complex instruction (E. Cohen, 1994; Shulman, Lotan, & Whitcomb, 1998), students were regrouped into new teams of three. After introducing the day's objectives, I modelled the expected thinking and processing skills. Each group was then invited to stand next to one of the five sheets of butchers' paper hanging around the room. Each paper listed one aspect of wellbeing from Durie's (1994) *Te whare tapa wha* model, with one significant revision to the model. For this exercise Durie's 'mental and emotional wellbeing' category was divided into two of its component parts: cognitive/academic and emotional. Although this division is not celebrated in the Maori view of *Hauora* (Durie, 2009), data collected throughout the broader research project suggested a perceived conceptual separation between the two parts with respect to the broader notion of wellbeing. Devised in this way, this exercise provided an opportunity to consider whether the two categories would yield different or similar responses. Students' responses are presented below in the order in which they were listed as the groups moved around the room, read and could add/respond to a previous group's comments.

Table 5.2: Students' definitions of wellbeing from walkabout exercise

Domain	How would you define wellbeing in terms of this domain?
Social	Lots of friends Family How well we relate to others How we are understanding and accept others Interacting with friends/family and the community Friends (outside and inside); a life outside of studying, family, working Independent; get to have time on your own
Spiritual	What you believe in – values (and morals) Belief in something e.g. Satan Happy with yourself; be one with self Based around values and beliefs
Physical	Healthy; fit; strong; healthy diet Sport; all the physical aspects of a person like above Wealthy The shape, condition your body is in; health and fitness Fitness, healthy, sports, exercise Huge guns, lats, musty pee
Cognitive/ academic	How well you do at school with your academic progress How a person thinks and how they use there [sic] cleverness in school Your intelligence in school and class work Personal best and nothing else matters What you know about things; personal best nothing less
Emotional	The feelings and thoughts that a person has The feelings and thoughts that a person has about themselves and the people they surround themselves with We agree with the top – self-esteem, how we feel towards ourselves, family, friends, etc. How you feel about something or someone; expressing your emotions to one another If your happy its all good Not necessarily The way you feel about yourself and others

The nature of this exercise allowed students to engage with the comments provided by previous groups. In their discussion about the teaching and learning event, some students had articulated their appreciation for this approach; to them it felt more comfortable than a direct debate. One student shared that the exercise helped her understand that 'it's OK to voice your opinion. It's not that your [sic] being negative you are making other people think'. While the table above does not reflect the level of discussion that took place as students engaged in the activity, some responses indicate that students had read and considered previous groups' comments, and had felt inclined to address them. In the emotional wellbeing category, for example, one group responded to a previous groups' comment that 'if your [sic] happy its [sic] all good' with 'not necessarily'. This was also the category that received the most commentary by groups during the exercise, suggesting its importance to students in relation to wellbeing.

This exercise also provided an opportunity to explore how students' understandings of the Hauora model compared with the conceptual model's domains of wellbeing. The indicators they provided within the categories of social, spiritual, physical, cognitive/academic and emotional wellbeing each aligned with various domains from the conceptual framework. Most closely aligned were the social wellbeing categories with the relating domain, the cognitive/academic category with the thinking domain, and the

emotional wellbeing category with the feeling domain. However, within each of the Hauora categories, there were indicators that aligned with multiple domains of the conceptual framework. The physical wellbeing category, for example, included indicators that would be associated with the framework domains of having, being and functioning. The Hauora model also directly addressed the domain of spiritual wellbeing, which does not receive explicit focus in the framework. Students' indicators that 'values', 'beliefs', and 'morals' were important to their understanding of wellbeing suggested areas for improvement of the conceptual framework in ways that better resonate with New Zealand youth.

EMERGENT THEMES

The data presented above were collected in a teaching and learning event in which students were engaged in activities designed to help them practice and demonstrate their skills related to giving and receiving feedback. With wellbeing as the content focus, students successfully achieved the assessment-related aims while offering insightful views into their understandings of a vaguely defined and complex construct. The following themes emerged from the data, suggesting that students' conceptualisations of wellbeing fell within ten general categories: (1) money; (2) having things; (3) freedom, choice and independence; (4) health and safety; (5) nature; (6) spirituality and/or religion; (7) friends, family and pets; (8) valuing/appreciating your lot in life; (9) fun, happiness; and (10) music, sport, holidays. Table 5.3 organises these ten themes within the seven domains of the conceptual framework.

Table 5.3: Emergent themes organised according to wellbeing framework domains

Domain	Themes
Having	Money Having things
Being	Freedom, independence, choice Health and safety
Relating	Nature, Spirituality, religion Friends, family, pets
Thinking	Valuing, appreciating your lot in life
Feeling	Fun, happiness
Functioning	Music, sport, holidays
Striving	

As Table 5.3 indicates, the ten themes spread across six of the seven conceptual framework's domains. The striving domain, which in the literature relates to motivation, goals, future-orientation, and the connection between one's ends and means, was not clearly represented by the majority of the indicators offered by students. This may suggest that Year 13 students, while on the cusp of change, are still very much involved in their present circumstances. How students view wellbeing in relation to their future thus remains an important topic for future investigation, particularly given the strong future orientation apparent in the national curriculum.

It is notable that the students remarked that their work in this project with markers and blank paper was a novel experience for them. In addition, comments on my research feedback form illustrated that they rarely had opportunities in a class other than their Health and Physical Education to listen to other students' opinions, much less respond to them in dialogue. The lack of opportunity to engage with one another in discussion about a topic of personal interest and importance is concerning, as is the apparent absence of this effective teaching tool (class discussion) for engaging students with topics. Does this mean students take on what is presented to them at face value without question? What are the options for recourse if they disagree? This exercise provided an opportunity for students to raise important questions for themselves and to talk about something they said was engaging and valuable. Their willingness to cooperate with the researcher for reasons beyond the credit they were receiving attests to the degree to which this cohort can play an invaluable role in wellbeing research. For this research, I proposed a model based on broad, if not abstract constructs. Giving effect to these findings on an individual school level will require researchers and practitioners to find ways to incorporate students' voices – and visuals – in the dissemination of results, such as the students' artwork included in the Appendix that reflects the images that resonate with this population of students. Educators seeking to utilise this model may pay particular attention to the icons or images that could represent the meanings of wellbeing to their own population of students.

CONCLUSION

The goal of this participant observation was to address Specific Research Question #2: How do students in a single secondary school define and experience wellbeing? by attempting to understand how wellbeing is defined and understood by senior secondary youth, and to generate hypotheses about the relationships between wellbeing and educational experiences. The central finding to emerge was that wellbeing was conceptualised by students as a multi-dimensional construct that holds both instrumental and intrinsic value for students. A wide range of images and phrases were used to represent wellbeing by the students, suggesting that they hold a more complex notion of wellbeing than uni-dimensional representations which equate it with health, wealth, or happiness. Their broad-scope perspective not only refutes Hall's (1905) "storm and stress" caricature youth, but also suggests youth are tuned in to more nuanced views of wellbeing than those represented in popular media today. While the NZC articulates a view of wellbeing as an important outcome of schooling, and the data here suggest that students agree with this view, it was interesting to note that educational experiences did not play a prominent role in their visual or verbal communication about wellbeing.

The findings presented in this chapter contribute to the wellbeing literature in several ways of potential import to New Zealand educationalists. First, they offer students' perspectives on a widely used, but vaguely defined construct that is often studied using data derived from adult populations. The students in this study articulated a wide range of indicators suggesting that their views of wellbeing include, but also

extend beyond, popular depictions that equate wellbeing with wealth, health or happiness. For example, students' connection to nature, place or their broader environment is recognised by place-based educators as salient not only to educational practice, but to broader notions of personal, societal and environmental wellbeing (Manning, 1999; Penetito, 2004). In addition, visual and written references to issues of spiritual or religious importance, although few, are notable, particularly given the secular nature of public schooling today.

Second, findings presented in this chapter lend support for the conceptual framework for wellbeing introduced in chapter 2. All seven domains were represented to some extent in the data, suggesting that they resonate with youths' interpretations of wellbeing. However, the frequency with which the domains were mentioned, and the form they took as they were redefined by students' indicators, differed across the activities in which students were engaged. This finding raises questions about the relationships among the domains. For example, the relating domain was consistently mentioned, but the striving domain was consistently not mentioned across the different learning events. In the visual art exercise, indicators related to the functioning, having and relating domains were frequently mentioned, but in the ensuing discussion about 'what is wellbeing?' the latter two were replaced by indicators aligned with the being and thinking domains. Thus, this study offers a useful point of departure for considering how the language used in scholarly research and by senior secondary youth might be translated into a common discourse about wellbeing.

Third, the findings in this chapter provide a possible wellbeing framework for educators to consider as they design and implement educational experiences with wellbeing in mind. The fact that students did not mention educational experiences as they discussed, portrayed, or wrote about wellbeing raises questions about their perceived relationships with students' notions of wellbeing. For example, are educational experiences considered a vehicle by which students will journey on the educational pathway towards future wellbeing? Or are they considered peripheral to what students understand about wellbeing, reflecting an individualistic, present-focused perspective? If wellbeing is viewed as important to students, should it be a part of their educational experiences? How might wellbeing be incorporated into the existing national and school curriculum? Should wellbeing be assessed, and if so how? Given the use of the term wellbeing in the statement of educational policy, it makes sense to begin to explore these questions through research projects such as these, but also through discussions with those intimately involved in the practice of schooling.

Fourth, the findings lend support for the methods used to investigate the research questions. Students' enthusiasm to participate in the research suggested that not only was the topic compelling, but that the methods used were sufficiently novel to be engaging, and an effective means to gauge their understanding of wellbeing. For example, in their feedback about the drawing exercise, several students explained that

this had been the first time they had done something similar since primary school. With respect to the small- and large-group discussions and debate, one student wrote of her appreciation of ‘the chance to give my point of view’. Another student appreciated the three-day event as a whole, writing that for ‘one week we were able to say what we felt about the school. Other times it is seen as being negative and it’s like we aren’t allowed to do it’. Other students enjoyed hearing the opinions of others, and one student wrote about the discussion of how schools might change to enhance wellbeing: ‘it’s good to see that the students do care enough to say what needs to be changed’. On their feedback forms, some students mentioned their surprise that I joined in the exercises with the students. One student shared her appreciation of my involvement: ‘Annie was really sincere about our feelings towards these topics we have discussed’. These students’ comments raised questions about the opportunities available in the school context for students to discuss, think about or act on issues related to wellbeing. Indeed, future research is needed that considers the role wellbeing plays in the day-to-day educational experiences of these students.

Along similar lines, the findings presented here demonstrate that an educational experience designed to meet assessment-related objectives can simultaneously achieve research-related aims by placing the topic of inquiry as the content focus. As Palmer’s (1998, p. 120) description of a subject-centred classroom portrayed, this achieves objectives that resonate with depictions of wellbeing offered by students and throughout the literature:

A subject-centered classroom is not one in which students are ignored. Such a classroom honors one of the most vital needs our students have: to be introduced to a world larger than their own experiences and egos, a world that expands their personal boundaries and enlarges their sense of community. This is why students often describe great teachers as people who ‘bring to life’ things that the students had never heard of, offering them an encounter with otherness that brings the students to life as well.

By working within existing school structures, and by forging collaborative relationships between researchers and practitioners, future scholarship may address the dearth of studies examining how senior secondary youth talk about or express their understandings about wellbeing (Burrows and Wright 2004), and add to the limited number of existing theoretical models on youth wellbeing in school (for exceptions, see Konu & Rimpelä, 2002). Wellbeing has proven to be a compelling topic of inquiry, for scholars and for students, thus is well-suited to play a role as the subject around which lifelong learning evolves.

The IE students’ voices and visual work representing their understandings of wellbeing were presented in this chapter as points of comparison with how wellbeing was discussed and applied in the literature (chapter 2) and in the curriculum (chapter 4). Analysis of the data suggests that the conceptual framework provided a viable lens through which to view data, and all seven themes were addressed by the students, though in some different ways than they were by the other data sources. Considering how

these areas align can be useful for building towards a more complete understanding of wellbeing. In the next chapter, I address the General Research Question: What does wellbeing mean to students and how is it experienced by them in secondary school? with particular focus on Specific Research Question #3: How are students' and their teachers' views of wellbeing linked to specific situations like school?

CHAPTER SIX

STUDENTS' AND TEACHERS' PERSPECTIVES ON WELLBEING IN A SENIOR SECONDARY ENVIRONMENT

INTRODUCTION

Chapter 4 presented wellbeing as it was articulated in the NZC (addressing Specific Research Question #1), and in chapter 5, the students' perspectives of wellbeing without particular attention to their educational experiences were presented (addressing Specific Research Question #2). This chapter will explore how the 'intended' curriculum is 'enacted' in an education setting in order to address Specific Research Question #3: How are students' and teachers' views of wellbeing linked to specific situations like school? Questions that emerged from the analysis of data presented in these earlier chapters framed the data analysis in this chapter. For example, to what extent are educators' and wellbeing scholars' conceptualisations of and approaches to studying wellbeing compatible? Is it accurate to assume that students labelled as 'academic achievers' are adequately prepared for what wellbeing scholars have referred to in Aristotelian terms as the 'well-lived life' (Deci & Ryan, 2008; Ryan, et al., 2008; Waterman, 2008)?

Consider the following three examples. Student A scored impressively on her high school exams, but as an adult confronted life's inevitable challenges with difficulty, with significant impacts on her health, relationships, and ability to meet work and family obligations. Student B met little academic success in high school, and failed to earn a university degree, yet she went on to develop technological innovations that have utterly transformed how the world communicates. Student C engaged in the school program 'effectively', yet had few, if any, joyful experiences, or a sense of clear purpose or meaning in her work.

To the extent that a definitive classification of student wellbeing is feasible, or even desirable, which student stands out as 'having' it? The answer may depend upon the evaluator or method of evaluation. For example, those drawing upon standards currently in place may consider that students A and C are sufficiently 'well'. To those whose opinions reflect what has been the dominant political discourse, student B's career success and the resulting impact she has had on her nation's gross domestic product (GDP), make her a model of one who lives a 'well-lived life'. Still others would argue that each of the above conceptualisations of wellbeing represent limited aspects of what it means to be well, thus the term should not apply fully to student A, B or C.

How might students in the final years of their secondary school discuss the wellbeing of the students in the above scenarios? To date, few studies exist that provide an in-depth understanding of how senior secondary students talk about what it means to be well, particularly in relation to their educational experiences (Ben-Arieh, 2008a; Ben-Arieh & Goerge, 2006; Bourke & Geldens, 2007; R. White & Wyn,

2008). Moreover, with the exception of Konu and colleagues (Konu, Lintonen, & Autio, 2002; Konu, Lintonen, & Rimpela, 2002; Konu & Rimpelä, 2002), theoretical work explicitly addressing wellbeing in school contexts is limited. Thus, questions remain:

- How do senior secondary students conceptualise wellbeing?
- How do senior secondary educational experiences relate to wellbeing?
- How does the current wellbeing literature align with the views and experiences of those in the final years of their schooling?
- How might students' perspectives complement the current literature and inform the development of educational experiences that enhance and sustain wellbeing within and outside of school?

To address Specific Research Question #3 and the above sub-questions, the chapter is organised as follows:

- analyses of students' understandings and experiences of wellbeing, organised within the seven domains of the conceptual framework
- discussion of emergent themes
- consideration of findings for their potential contribution to the design and implementation of wellbeing-enhancing educational experiences.

FINDINGS

Wellbeing's assets: Having, being and relating well

Having well

Similar to findings reported in chapter 5, when discussing wellbeing in general, without specific reference to the school context, some students explained that having things and opportunities can make life 'easier' or 'more enjoyable'. Examples included a house, money to buy food, clothing and other 'things you need to live', as well as items such as cars, music, iPods or vacations.

Although references to material objects and possessions, a salary, wealth or purchasing power were evident in students' conversations about what wellbeing meant to them, explicit discussion of money matters in the school context appeared to be viewed as inappropriate. Many students were, themselves, employees, and accepted the value in, benefits from and potential necessity of earning a pay check. However, some students referred to those who 'teach to get paid, not to educate' (emphasis original). The following students felt that, as an underlying motivation, financial gain got in the way of important aspects of their educational experiences (my questions are represented by italics, students' and teachers' responses are represented by normal font):

How would it affect your learning if teachers knew more about you?

Um, some teachers it probably wouldn't matter.

Why is that?

Ah, I'm just saying that some teachers just teach for a job. Like you get a vibe from some of them that they're just here for that. Pay at the end of the week.

Jan expressed her opinion about how students viewed pecuniary issues:

I don't know if you've noticed, but in the last 10 years, I'd say, that younger people have become more right wing, much more judgemental. Much more status and property orientated, much more not even what money can buy me, but what version of this can money buy me.

Observations yielded little evidence of conspicuous consumption, however. The school had a strict dress code up to Year 12 and, while Year 13 students were out of uniform, or dressed 'mufti', the students interviewed did not speak of fashion as a distinguishing factor in a peer's status. Several students made use of Jan's relaxation of the school's ban on iPods and cell phones, but again possession of these items did not appear to impact on peer status. However, only one Spanish exchange student brought a laptop to class. Staff vehicles filled the school car park; most students walked to school or rode public transport.

The data indicates that in the school context, having was considered important to wellbeing, although students identified a different set of items than those listed above. For example, books, 'qualified' and 'professional' teachers, the structure and quality of the physical plant and ICT access were considered necessary for students to 'do well' in school. Not all felt their school provided these adequately, however. As reflected in the following exchange, some students voiced concern over the quality of some resources available:

Honestly, these books, you see them, and it's like you're in kindergarten. And then you do the test, and it's so much harder, it's like, it's no comparison to the book. (1)

And it doesn't help when the book has mistakes in it. (2)

Like the book that we use has like, heaps of mistakes. (1)

And they're really old as well, like 1990. (3)

Jan viewed ICT access, in particular, not only as a scarce resource, but a necessary asset for academic achievement:

And the computers of course, you know, I've got a plus in having those [pointing to the 5 six-year-old machines in class], but you can imagine that if we've got, let's say, 12 senior classes, all doing writing, so we've got to spread our program out to get the computer access [in the school lab]. And handwritten [NCEA standards assessments] fail more frequently.

Although the school had recently undergone renovations to its physical plant, the buildings that had received focused attention were the ones most visible to the community, including the main office, library and hospitality training facilities. Jan's classroom, which was located at the rear of the campus, was situated in a block of classrooms that were poorly lit and insulated. Jan dressed some of her classroom

windows with curtains she had purchased, and she painted over others to keep the sun from shining in students' eyes. Noise often permeated the thin walls, though Jan encouraged students to try to ignore the lawn mower, or the soundtrack to the movie playing in the classroom located on the floor above. While the desks and chairs in Jan's room appeared to be clean and functional, one student argued that 'a lot of the classrooms have old and uncomfortable chairs/desks and the [Year 13] common room is disgusting'.

Aside from the above comment, students did not address how the conditions observed above impacted on their perceived sense of wellbeing in school, although the research suggests that these factors may impinge on students' comfort levels and abilities to focus, which have been considered by others as wellbeing indicators (Booth & Sheehan, 2008; J. Cohen & Hamilton, 2009; Jones, Fisher, Greene, Hertz, & Pritzl, 2007). Identified items appeared to be valued for their utility in achieving educational goals, but not necessarily because they made educational experiences 'easier' or 'more enjoyable'.

Being well

Students also spoke about wellbeing by referring to constructs associated with who they are, have been and will be, including identity, roles, independence and autonomy. Responses in this domain typically reflected a personal, rather than collective, point of view. For example, one student described wellbeing as a product or outcome of 'knowing who you are, where you stand (in your family, friends)'. Another student explained that wellbeing is something that 'varies; [being] content with [our] lives; happy, healthy, goal-orientated'.

For students, being well in the school context involved teachers noticing them, as well as recognising in them the potential to be independent individuals. HPE teacher Mary, valued by her students for her ability to 'make students feel known', referred to this as acknowledging, but not judging, a student's 'reality'. She shared her difficulty with assessing students on whether or not they are being 'responsible', a component of the HPE curriculum in which students are to demonstrate they can 'contribute to healthy communities and environments' (Ministry of Education, 2007, p. 22):

You know, and who is it – and for any other person – who is it for me to judge if you are? The only judge if you are doing a lot of these things is if you believe it. And if you generally believe it, well, then that is your reality. Where's my place to actually then say that you're not? So that, in itself, requires a lot of the questioning and conversation and skills to really develop the student's concept in their own mind of where they're at ... Yeah, and if that's where they're at, that's where they're at.

While accepting that in their role as students they were being continually assessed, some students felt that teachers' judgments had potentially deleterious effects on their sense of themselves as well as their abilities to function well in school. The following conversation with three students details student 1's experience in photography class in Year 12, during which a teacher was judgmental about her ability to produce an original piece of work:

Have you always liked to do art and drawing?

Yeah. (1)

Did a teacher see [your work] and say, 'Hey, you should take this [photography course]'?

(All laugh, almost sarcastically)

[The photography teacher] thought that one of [1's] photos were, like, professional, so she thought she had copied it, but it was hers. Like, she did it herself. And she had to like get the negatives to prove it. (2)

So she didn't believe you? She didn't give you the benefit of the doubt?

No, cause she asked the Y13s and, apparently it just, yeah. (1)

How did that make you feel?

I was, like, gutted. (1)

You can feel, like, good, 'cause it was like hers, you know, and she thought it was that good that it wasn't hers. (2)

I didn't think it was that great, just a picture. (1)

In New Zealand students are assessed not only on the traditional academic subjects, but also on students' competencies in five 'key' areas: thinking; using language, symbols and texts; managing self; relating to others; and participating and contributing (MOE 2007, p. 12). This excerpt suggests that student 1's creativity and confidence, components of the key competency thinking, were called into question by her teacher in ways that appeared to impact on her experience of being well in school.

Jan also mentioned 'judgments' in her description of wellbeing:

For me, a lot of the wellbeing stuff is about judgements and which they're hearing stuff at home, they're hearing stuff at school, but they still, they've got to weave amongst that and find out what they want to actually believe themselves.

Jan's comment suggests that she saw her responsibility as helping students develop a personal identity, as they 'weave through' the 'judgments made about them'. As the following quotation suggests, success in this endeavour appears to involve the development of both independence and competence:

And what I hope I provide them is an oppor— like an environment that they feel safe to take risks. Because if somebody puts them down, I'll deal with it so that they don't have to. But ... If they can't stand as an individual, strongly, they sink.

These quotations suggest that teachers' judgements have the power to enhance, as well as detract from, students' experience of independence, both in the present and the future. The following excerpts suggest that one mitigating factor for students may be their status as Year 13 students, which students believed meant experiencing more independent, agentic and adult-like experiences:

[In Year 13, there is] a lot less restriction, and a lot more freedom. You get treated differently (like an adult). You are expected to be a leader/role model and manage your time wisely.

[Jan's] firm and, you know, like straight up, but she's not one of those who are like, 'do this, do this, do that', you know? She's not like, you know, like, we're not her robots like.

[Year 13 teachers] don't force much. They treat you like adults so you feel like one aswell [sic] and I think that is so you can respond to situations with an adult approach.

However, as the following exchange suggests, not all students appeared to want to experience their education completely independently:

We need to be learnt the stuff before we sit [the exam]. (1)
Rather than just reading a book I'd rather a teacher teach it to you. (2)
What kinds of questions would you need to ask her for her to be able to help you?
That we need you to help us with – not self-help, we a need teacher to be taught. (1)

Similarly, one student described the tension between being recognised as an individual, and not wanting to stand out conspicuously amongst peers:

[Adults] don't, like, realise that it's actually quite hard to grow up as a teenager. They give you rules and stuff and, yeah, you want to abide by them but sometimes you can't 'cause it's like the peer pressure and stuff and it's up to you to say not, but (pause) you don't want to be different to everyone else.

It appears that knowing who one is and developing into who one will be involves negotiating others' expectations and one's personal desires. The student above suggested they are not always compatible, particularly when those expectations come from adult figures. Her comments challenge a stereotypical view of youth desiring to sever ties from adults (see DeSantis King, et al., 2006; Eccles, et al., 1991; Eccles, et al., 1993; Oldfather & Thomas, 1998). In effect, students appear to view relationships – with peers, family and other adults – as significant assets for being well in school.

Relating well

The data revealed that students conceptualised wellbeing in terms of their interpersonal relationships. Analysis of the school curriculum also indicated a school-wide emphasis on not only 'academic' but also 'social' achievement. Although 'social achievement' was not described further, students and staff at MVHS appear to have defined it as the strength of the teacher–student relationships:

I do think MVHS is unique in that the teachers do care for the students and they get to know us quite well (and they treat each of us differently accordingly, which is good in some ways). It's probably the only thing I think is good about MVHS at the moment.

MVHS makes great relationships with their students. I find I can interact with different teachers in different ways either joking around having a go at each other or just general conversation. Fact is all the staff make the effort to get to know you and the rest of your family.

Similar to evidence addressed in the being domain, the following excerpt highlights the perceived significance of students' year level on the extent to which close teacher–student relationships influenced wellbeing:

Why can't Year 9 students have those relationships with teachers?

It's because we're mature and we're at the age of becoming, like, adults. So [teachers] talk to us like an adult. (1)

Do you think it's more in how they treat you or in how you feel?

I think it's both. Because in Year 9 I think teachers want to get to, they want to know they have the respect first, like, from Year 9s, because you know how Year 9s, they're still kind of maturing and stuff and so getting used to high school, so it's kind of, like, you're not, you're more open. And in order for them to get that respect. (2)

(interrupts) ... But they teach you differently than when you're, like, juniors. (1)

How so?

Because they've felt more respect because you have more respect for them, I guess. (1)

Year level also appeared to influence how some teachers related to students. Jan explained how students' age impacts on how she approaches classroom management:

To me, they're children until they're Year 11. They're young teens until they're Year 13; they're young adults when they're Year 13. I have that delineated. I don't think I've expressed that at all to them. I hope through my behaviour, and the way that I do things ... I also know that at times I've had to draw them, and speak to them, like I do with my Year 9 class. They should be able to tell from the tone that they've overstepped the boundaries.

This 'tone', interpreted by students as being 'told off', was an experience most students associated with their junior years. The following student explained that he experiences his relationships with teachers differently as a Year 13, 'Cause people, like, kind of act like a friend ... Yeah, a respect. Like the respect goes both ways'.

Another student commented that 'MVHS has a great community atmosphere, it's like everybody is [sic] friends', reflecting a school culture of friendship and community, which he felt influenced wellbeing. In contrast, Jan voiced her discomfort with how some students defined wellbeing-enhancing student-teacher relationships:

But yes, it does worry me at times what some of them do say, and how much ... but that's part of my problem with this whole emphasis on relationship. It's that if I am the most responsible adult or the most significant adult that they have in that day's interaction. Wow! You know, I chose not to be a parent so I wouldn't have to do that. I really don't want to be seen in that light. I don't mind being a significant person in their life, but not the person, for the day, even. I'd rather what I said was the significant moment of the day. But that's also my, my personality, and I don't want to have lots and lots of closeness or intimacy with them. (emphasis original)

While students appeared to suggest that wellbeing involved having relationships with teachers that could be described as respectful, adult-like or as friendships, Jan's comments indicate that, for her, wellbeing involves clearer boundaries between teachers and students. Students seemed to want to be 'known' and noticed, but Jan expressed limits to the level of 'closeness or intimacy' she felt marked appropriate relationships in school. The literature reflects a significant emphasis on student-teacher relationships as important to wellbeing (see H. Davis, 2003; Suldo, Michalowski, Minch, & Thalji, 2008). However, the data here suggests more research is needed to explore if and how teachers' and students'

conceptualisations of their mutual relationships align, and the impacts of any mismatch on their wellbeing.

Wellbeing appraisals: feeling and thinking well

Feeling well

Discussions about wellbeing invariably included examples of affective states associated with feeling well. For example, responses to the question ‘How would you describe someone with wellbeing?’ included phrases such as being ‘happy, healthy, fulfilled’, and students’ visual representations of wellbeing included smiley faces, and one that depicted a sad, crying friend being consoled. These initial responses were expressed without specific reference to educational experiences. When probed, one student explained that how one feels is a personal and private experience and therefore not necessarily related to their experiences in school:

The only thing is, really, you don’t know what’s going on in people’s heads, and what they’re going through.

Should you? Do you think it would make education more meaningful if you did?

If teachers knew what students were going through, then I really reckon it would.

Do you like it when teachers come up to you and say, hey, it looks like you’re down today, are you ok? Is that good, or does it feel intrusive?

Umm, sometimes it’s annoying, but (inaudible), I guess if they didn’t do that, we’d be complaining ... Yeah, you want to know someone’s there.

While the above student viewed it as ‘annoying’, it appears that students consider that being recognised and acknowledged by others is an important component of feeling well. Yet data indicated that school was not viewed as an appropriate context for addressing all that might be ‘going on in people’s heads’ or all that ‘they’re going through’. Three students discussed how some teachers and administrators handled the sudden death of a classmate’s [Jon’s] father:

And like, even when like being disappointed about the whole [Jon] thing the way it was broadcast, it was like he actually died, not his dad. (1)

How was it broadcast?

Cause it got broadcast in assembly. (2)

And in the English room, and then I heard it from another teacher, and they all broadcast to the whole class and I thought that was a bit too extreme. Yeah, it’s really sad that he died. But, it’s like you were saying, they didn’t need to do that, like, [Jon] might not have want that. I mean, it’s like they made it sound like [Jon] has died. (3)

Jan’s views appear to align with the students’; she argued that at times the school had the tendency to ‘pull out the grief wagon’, overemphasising the assumed impacts of the tragedy when she believed some students really needed to ‘just get on with it’.

Use of the term ‘broadcast’ in reference to articulated emotions appeared to reflect an unwritten school protocol about what should and should not be openly expressed. For example, students cited the requirement to carry conspicuous, coloured notifications to the counselling office as a reason why many

did not seek out pastoral care support. A discussion with a local teen helpline officer indicated this may be common to other area schools as well; she mentioned her organisation had received more than 10,000 texts during the previous month. This high number of contacts in a city of less than 400,000 suggests that schools may not be fully serving the emotional needs of students. Moreover, the officer described a relatively recent shift from phone and email contact to the more anonymous text messaging, suggesting that even within chosen support networks some issues may be considered too personal to seek necessary support and care. However, public displays of positive emotions appeared to be common. For example, on several occasions, Jan called out ‘Pakipaki!’ a Māori term for ‘clap’, when students earned credits towards their qualifications or were recognised for an in-school accomplishment such as election as a class officer or involvement in sports.

These findings invite further study into how cultural mores in New Zealand regarding expression of how one feels may influence these findings. For example, those who make public show of their relative gains over others, particularly in the realm of financial success, are referred to derisively as ‘tall poppies’. In addition, New Zealand’s relatively high ranking among OECD countries for suicide attempts and completions (Ministry of Social Development, 2010) calls into question how well people are feeling when the socially acceptable response to ‘How are you?’ is ‘It’s all good’, or, as the students tended to declare, ‘Sweet as’.

Thinking well

While the data indicates that specific or detailed expressions of feeling were considered best addressed after school hours, how one was thinking was acknowledged as integral to educational experiences, and to wellbeing in school. Spoken about generally, students’ understandings of thinking well appeared to resonate with the literature (i.e. ‘being contempt [sic] with your life’, ‘making my own decisions’ or ‘makes you think’), although what it meant to think well in school differed somewhat in some respects. For example, scholars have identified wellbeing indicators such as critical thinking, meta-cognition, mindfulness, creativity and informed decision making (e.g. Fredrickson, et al., 2008; Jacob & Brinkerhoff, 1999; Noddings, 2008a; Tversky & Kahneman, 1974; Vohs, et al., 2006). In contrast, students identified ‘keeping to the word count’ and proper grammatical usage as components of thinking well. As one student explained, ‘For this year, we’re supposed to put in lots of punctuation and stuff, and use big words’.

Effective decision making was one aspect of thinking well that aligns with the literature (Kahneman, 2003; Loewenstein, et al., 2008; Mortimer, et al., 2002). Jan’s description of her educational philosophy reflects her view of how making effective decisions impacts on wellbeing in school, which she framed in terms of opportunities to learn:

The more opportunities then the more I think a person can make their own decision – informed decisions – and that’s what I like about education. You can make informed decisions. Even if in the end the decision might be wrong for you, you’ve made that decision; therefore you can rationalise the consequences. If you were to go to some of our less able classes, you would find they are still at the same point of needing to be given some direction. They don’t know what information can do to their own learning opportunities. Yes, tricky one.

Here, Jan made a distinction between the ‘more’ and ‘less’ able classes, suggesting that for the latter teachers play a larger role in assisting students in the decision-making process. However, even students enrolled in classes identified as ‘more able’ felt that many of their choices were limited, if not decided for them, by teachers or school managers. As one student explained, ‘[At school] you can’t really do the things that make you happy because you have to do things that you don’t really like and get forced into it’.

Observations revealed several instances when NCEA-related activities, intended to provide a ‘variety of methods and approaches (appropriate to the learner and the context) that give the learner the opportunity to show evidence of achievement/competence’ (New Zealand Qualifications Authority, 2010), were delivered more narrowly. For example, when introducing a NCEA standard that offered more than 5 options from which to choose, Jan stated, ‘I strongly, strongly suggest that you take options 2 or 3’. It remains unclear how pervasive this practice was in other classes, which raises questions about how limiting choice impacts on other identified indicators of thinking well, such as openness to new ideas or situations (Peterson & Seligman, 2004). Jan believed that the educational experiences of students, referred to below using the Māori term *ākonga*, may not have effectively developed their abilities in this area:

Open-minded is not the first term that comes to mind! Sometimes they are exposed to new viewpoints but need time and more experiences to formulate their own values. Some polarisation of view is evident within different groups/levels of the *ākonga*. Confusion of cultural identity, sexual disorientation and gender complexes are all recognised but not acted on without staff guidance. While diversity is supposed to be celebrated, many *ākonga* tend to ‘hang’ with those they know and those *ākonga* help to form the MVHS view of the world.

The educational experiences observed in this study appeared to offer few challenges to students’ comfort zones, thus possibly compromising their ability to be ‘open-minded’. According to the literature, opportunities to practice critical thinking skills, to develop meta-cognitive strategies, are important wellbeing indicators not only for school, but for life (Craft, et al., 2008; Noddings, 2008a, 2008b; Wagner, 2008).

Wellbeing actions: Functioning and striving well

Functioning well

Out-of-school involvements were the most commonly cited examples of what students were doing when spending their time well. Students frequently mentioned employment, sports, listening to or playing

music, 'hanging out with friends', shopping or involvement in their cultural group. The ways in which students spoke about these experiences resonated with Csikszentmihalyi's (1991) descriptions of a state of 'flow'; a sense of timelessness and focus characterised their descriptions.

When probed about if and how wellbeing was tied to their in-school activities, students typically referred to experiences associated with the NCEA, and the unit and achievement standards they worked towards to acquire credits towards their school qualifications. According to Jan, students have some choice regarding which type of standard they will choose to spend their time on. Here she explained how the approaches and philosophies of each standard differ:

I love unit standards. I like, I like achievement standards, you can hear the difference. The unit standards are broken down with much more easier [sic] marking type criteria so the tasks that make up those pc [performance criteria] are not the final standard ... The achievement standards were like the old, what we called the school certificate and the university entrance, the old academic exam thing, [and] you have the more intelligent, now that's my word, the more intelligent, the academic-based ones. The unit standards were set up for like us in transition [class] ... the core generics, the 'practical skills', using a telephone book, holding a conversation which, you know, that is an immensely attractive thing for an employer to see that a person can hold a conversation. Yet, the unit standards have now developed across into English, and science, and all that. Because what was happening was that these less academic children were having success, they were becoming empowered, and they said, 'We actually don't want to have study hall, what else can we do in English?' So then they started writing these new ones when they found that these were a success.

Not all students felt that the current system was fair, however. The excerpt below details one student's frustration with what he perceived to be an unequal workload between the types of standards offered to all students:

The main reason for my hate of NCEA is 2 reasons:

Example 1: Japanese speech – 3 credits [achievement standard]

This takes about 2 weeks to write a speech in another language, aswell [sic] as editing and such – then you must present it

Childcare macaroni cheese – 3 credits [unit standard]

You spend half a period following a recipe and making macaroni cheese. Dead easy + You get to eat aswell!

Both are the same thing kinda (even though different subjects) you see my point?

The achievement and unit standards are also distinguished by how they are evaluated; only the achievement standards involve a multi-tiered evaluation of the students' performance involving scores of achieved, achieved with merit or achieved with excellence. However, as this next example illustrates, these distinctions were not considered universally standardised:

Calculus is the hardest NCEA subject there is, i [sic] struggle with a lot of it but i do my homework and i study. There is only 1 internal [assessment] for Calc so it's pretty important. I studied and tried extremely (sic) hard [for] the Merit. In our class there were about 5 people who did the bare minimum. No study. Only did the [tasks necessary to receive status of] achieved stuff in class. They also only did the achieved questions in the test and thus they got an achieved with no effort. I myself put in a lot of hours study for the Merit, and when the test came i ended up getting 3 or 4 merit questions and i was ONE off getting the merit. Yet the people who did the bare minimum get the exact same mark as me, and when we apply for things our marks will both say Achieved. What i would like to see if (sic) something like Achieved +, Merit -, Achieve -, Merit +, opposed to just the 3 marks. I am still angry with my test results (because i put in tonnes more work and i feel i deserve a better mark than those who did the bare minimum) So i get punished for not getting ONE question (my mark was only Achieved) and i didn't get rewarded for getting the 3 merits.

Presently, the NCEA program is in a state of transition, and there is a move towards streamlining many unit and achievement standards, although this is criticised by many who feel that the unit standards have provided many students who had struggled under the previous, more traditional, system with multiple pathways to success.

Whereas a sense of timelessness characterised discussions about outside-of-school engagements, close attention to time typified daily educational experiences, which appeared to be compartmentalised within class periods into discrete, manageable units. Jan was frequently observed calling out the remaining time for in-class activities, using a stopwatch to stay consistent with her warnings (e.g. 'You have one more minute to talk and then there will be silence'; 'We'll be having 5–10 minutes of adjustment, you are allowed to chat during that time'). Jan typically introduced NCEA standards by dividing the academic term into units of time devoted to assessment-related tasks, at times breaking this down to an almost infinitesimal level:

Please look up [Standard #] 90720 in your folders to see when the deadline is.

6th of March.

6th of March. 3 weeks. You have 10 periods to write it. 600 words. 60 words a period.

Jan shared that she never felt she had enough time to meet curricular and assessment-related goals, but felt it was her responsibility to help students manage their own time effectively, some more than others. As she explained, 'Time is a completely different concept for a number of them who are: a) focused, b) cultural, and I definitely think gender, and I definitely think age'.

The following student agreed that students should be competent in time management, but also doubted that one summer holiday following Year 12 prepared him for this:

I see the amount of work my older sisters had [sic] to do [for university] and they don't get much free time, if you are not taught how to manage yourself you will get slaughtered. I guess the freedom you get as a Year 13 doesn't really help because teachers assume you will manage your time well, even though most of us don't. I don't feel school teaches you self-managing skills.

This student's desire for direct instruction suggests a different, less autonomous, pathway towards achieving the NZC's key competency 'managing self' (Ministry of Education, 2007, p. 12), and reflects data addressed earlier that some students appeared to place the onus on teachers to develop competencies in self-management, both with their time and with their learning.

One area in which students voiced particular difficulties in management was in negotiating their in- and outside-school involvements:

My personal difficulty I find with school is at this age, trying to find time to do homework and/or revise a days [sic] worth of notes. I have a pretty hectic schedule (For example I have 4 football trainings on Thursday) and finding time for those things usually comes out of my sleeping time, and sleep is very important to give me energy and motivation at school. The cycle goes in a circle as well, e.g. I take an extra hour at night to cover my notes, I go to school tired and unmotivated, I get told off for not paying attention, I go home and go to my commitments whatever that may be for that day, come home, and I find I am too tired to do school work, so I sleep and get told off for not doing homework or can't remember much from what we took notes on yesterday. I don't know what the solution should be, I don't really want special attention or privileges because of this, I just feel like we should get more understanding (for lack of a better word) rather than just being told off.

The data revealed that teachers rarely asked students about, or appeared to integrate, out-of-school activities with students' educational experiences. Research suggests that forging connections between in-class and extracurricular involvements significantly impacts on multiple aspects of wellbeing (Eccles & Roeser, 2011; Feldman & Matjasko, 2005; Miller, Gilman, & Martens, 2008; G. Patton, et al., 2002; Waters, et al., 2009). For the following student, however, doing so was viewed as a hindrance, rather than a potential opportunity for relating different spheres of their lives:

I'm sick of the time wasters such as cross country, which is a kiddy event and year 13s should not be forced to miss class just so they can walk around the block? Those sorts of events are fine for juniors who can miss class. But for seniors, year 13s especially, there should be no need to force us to miss class for a pointless walk. ... What annoys me the most is that i [sic] no power to change anything, and even if i [sic] do – it won't be until i'm [sic] long gone before they make and [sic] real changes.

These comments appear to align with research findings that, while these activities may be beneficial in their own right, personal choice and a sense of personal agency appear to play important roles in the degree to which one's involvements enhance wellbeing (Holder, et al., 2010; Lyubomirsky, et al., 2005).

Striving well

When asked about what motivated them in school, students most typically referred to credit acquisition for the NCEA program, as the following exchange succinctly illustrates:

When you're given a new assignment, what's your goal?
Finish.
Do most of your friends feel that way?
Yeah, like to get the credits.

The current structure of the NCEA program appears to impact not only on what students spend their time doing in class, and how that time is spent, but also why; the outcomes students' expected from their efforts appear to influence the quality and quantity of effort devoted. For example, as one student explained, 'Employers don't know the system yet anyway so I'll just do what I need to do to get an achieved'.

Only one student shared her sense of the purpose of educational experiences in a way that suggested a focus more on the process than the product:

I care about the credits. But I also care about how fun learning is. Like we said before, the more fun it is, the more I get out of it [sic]. I find that if you just go to school just to get credits or just to sit there and listen, it's boring. Then, you're not going to be, you're just going to be, 'oh yeah, I passed'. You're not going to be over the moon about it. As much as if you have fun and then, like, do all that kind of stuff then you get to your exam and you're like pass, you feel like so over the moon and then you start to think on how fun it was to get it. Where if you just get it, you don't really just remember.

Notably, this excerpt also represents one of the only examples in which students discussed their educational experiences in terms of affect. The following exchange, however, is a more typical representation of students' rationale for why they function as they do in school:

[School is] like, the thing that gets you to the next stage in life? So you need qualifications in order to get the job that you want? And school helps you in that. (1)

How?

It gives you credits and stuff, and that's what matters when you, like have a CV or you like take on Uni and that Uni person takes a look at it. (1)

You've got to get the qualifications to come out with a good job to be able to do well, because everything's going to go up. And, you know, otherwise you're not going to be able to live. Well, you will (1 and 2 laugh), but it will be a struggle. Like if we want a house, well, we've got to be able to have the deposit. (3)

According to students, qualifications afforded opportunities to gain a secure job, which they viewed as particularly important given the recession-like conditions characterising the current economy. In the following excerpt, a student shares concerns about her friends who chose to leave school early in the year to enter the workforce:

Well, two people from my [year] group that have dropped out this year. They're working full time at their supermarket job.

And what do you think they're going to be able to say five years from now?

They're going to be hating it; they're going to have no money.

And what are the options available to them?

Um, well, they will probably go off and get further training and stuff, but it's up to them if they want to do that or not.

So school is good in that it makes it easier to get on those pathways?

Well, when my parents were at school, you didn't, like, if you dropped out at 15, there's a possibility you could get a good job. But not these days, the way the economy is going, and you actually have to get, like, they're not going to take a bum over someone who went to Uni.

So it's about your qualifications, really.

At the moment it is.

In alignment with the students' views, the research indicates that employment status is a significant factor in adult wellbeing (Bruni & Porta, 2005; Dolan, et al., 2008; Frey & Stutzer, 2002b). For students, employment represents a mark of adulthood and independence from the constraints of youth, indicators discussed earlier in relation to being well. However, the data suggests that appraisals played a minimal role; participants viewed the job as less critical than having a job:

Does school matter, down the track, after you get your first job?
Not all the time. You can get those qualifications from that job. (1)
And what if you don't like that job?
You change. (2)

New Zealand offers myriad pathways for working adults to get 're-skilled' and change jobs, through both job training and low-cost university study. The data revealed an overarching view that training opportunities available upon leaving school would matter more to their eventual wellbeing than how or why they engaged with their present educational experiences beyond meeting basic expectations for completion. For example, the school career guidance counsellor confided, 'School is irrelevant once they are into the workplace and are gaining skills there'.

These examples suggest an emphasis on earning and a conspicuous absence of how achieved credits represent the learning gained. Credits, in effect, were viewed as a sort of 'currency'. For example, students engaged in 'credit counting', a practice that resembled keeping tabs on one's bank account and continually ruminating over its exchange value for the future. Teachers also referred to credit value in terms of standards achieved rather than learning gained. One substitute teacher was observed to explain to the class that she would find work for students if they had not brought any to class. As she pointed out, 'No point in wasting your time, better to do something that's worth standards'.

These views appear to contrast with the ministry's vision of 'lifelong learners' who, in the process of acquiring the credits, are to be 'critical and creative thinkers' or 'active seekers, users, and creators of knowledge' (Ministry of Education, 2007, p. 8). Nor did they align with Jan's definition of the 'life long learner':

The school motto for my own high school was 'Not for school but for life we are learning'. In my opinion a 'lifelong learner' is someone who is open to trying or experiencing new situations, discussing theories or premises and open to other methods of operation. I believe learning is a dynamic process and a 'lifelong learner' is self-motivated to expand their understanding of the world and its inhabitants.

Here, Jan mentions a motivation to understand things beyond the self, although she had also articulated her belief that her students were 'egotistical' and 'present-focused'; the data also revealed that most students spoke about striving in terms of what they hoped to gain personally. However, there was evidence of students considering how striving for wellbeing involved others. Most commonly, students

cited commitments to their family as motivating factors: ‘My family is not the richest, and I know at times my mum struggles with money even though she won’t admit it. I hope to get a decent job so I can make life easier for my future family’.

Another student discussed the importance of her family ties and cultural pride as a Pacific Islander (Pasifika) in motivating her efforts in school:

Pasifika ... That’s why I come to school. I think a lot of people also come because of not only their relationship with teachers, Pasifika, there’s sports as well, also friends, also wanting to be (pause), like Island people, they come ... for all those things, as well as making their parents proud, and their family back home proud, and because like after all this stuff bringing pain, your parents try to get all the way here. To others, some feel like they owe it to them ... because they want to do it so that maybe they have kids and, you know, generation and generation it just, you know, gets better and better.

These examples of students striving to benefit family and cultural group suggests students understand that wellbeing involves more than just oneself, a concept discussed in terms of experiences of transcendence in the literature (Cloninger, 2004; E. Diener & Seligman, 2004; Peterson & Seligman, 2004). However, students did not mention other examples of transcendence, such as experiences of spirituality and religion, or service to the wider community, as impacting on what they were striving for, despite their recognition in the literature as important to many people’s understanding and experience of wellbeing (Dolan, et al., 2008; Holder, et al., 2010; Youniss, et al., 1999).

DISCUSSION

In this chapter, I presented data collected from observations of and conversations with New Zealand Year 13 students and their teachers to inform a better understanding of how wellbeing is conceptualised and experienced in relation to senior secondary educational experiences. This chapter serves to address three sub-questions related to the Specific Research Question #3 which data from this chapter addresses: How are students’ and teachers’ views of wellbeing linked to specific situations like school? They are as follows:

- How do senior secondary students and their teachers conceptualise wellbeing
- How does the current wellbeing literature align with their views and experiences?
- How might students’ perspectives complement the current literature and inform teachers’ work in developing educational experiences that enhance and sustain wellbeing within and outside of school?

How do senior secondary students conceptualise wellbeing

Students and teachers provide data that represent a set of school-based wellbeing indicators that reflect the perspectives of a cohort of New Zealand senior secondary students, and thus provide an interesting comparison of indicators informed by the multi-disciplinary wellbeing literature and the New Zealand Curriculum (see Table 6.1).

Table 6.1: School-based, participant-informed indicators of wellbeing

Categories	Domains	Research-informed indicators	NZC-informed indicators	School-based, participant-informed indicators
Assets	Having	resources tools opportunities	resourceful effectively uses communication tools economic wellbeing	books 'qualified' and 'professional' teachers quality and structure of physical plant ICT access
	Being	autonomy identity integrity	positive in own identity resilient values integrity manages self competently high expectations cultural diversity inclusion physical wellbeing autonomy independence individualism	having one's 'reality' acknowledged self-awareness independence personal agency managing judgements
	Relating	interpersonal relationships relationships to place relationships as meaning transcendence (connections to someone/something beyond the self)	reliable able to relate well to others connected to the land and environment member of and engaged in communities international citizen values diversity values equity values ecological sustainability uses languages, symbols and texts competently Treaty of Waitangi experiences coherence social wellbeing cultural wellbeing environmental wellbeing spiritual wellbeing	teacher–student relationships <ul style="list-style-type: none"> • mutual respect • friendship • 'being known'
Appraisals	Feeling	full emotional spectrum socio-emotional education pastoral care	values respect mental wellbeing	having others 'know what you're going through'
	Thinking	curiosity creativity decision making mindfulness meta-cognition	enterprising and entrepreneurial literate and numerate critical and creative thinker informed decision maker values innovation, inquiry, and creativity thinks competently learns to learn mental wellbeing	'using big words' proper grammatical usage effective decision making choices
Actions	Functioning	involvements <ul style="list-style-type: none"> • breadth, depth, volition • what is done how it is done 	enterprising and entrepreneurial contributes to the well-being of New Zealand: social, cultural, economic, and environmental participates competently in a range of life contexts active seeker, user, and creator of knowledge values community and participation engaged citizen engaged in employment	NCEA assessments efficiency in involvements
	Striving	motivation goals future orientation	motivated values excellence future focus orientation sustainable future development	product orientation credit acquisition secure employment striving for others

According to the students and their teachers, wellbeing appeared to involve three main categories consisting of multiple, interrelated domains. Students appeared to conceptualise a clear relationship between developing assets (*having, being, relating*) and engaging in actions (*functioning, striving*) related to wellbeing. In addition, they discussed appraisals (*thinking, feeling*), particularly in terms of making independent decisions and thinking positively.

How does the current wellbeing literature align with their views and experiences?

When considered specifically in relation to their current educational experiences, wellbeing appeared to be viewed differently from how it is conceptualised through the lens of the framework, where all domains were considered equally important. Specifically, the data revealed that students paid particular attention to both the *assets* and *actions* categories, and identified a relationship among them. For example, particular domains such as having resources – informational and material – being independent and having one's 'reality' recognised, and relating well to teachers were considered salient aspects of their educational experiences. In addition, *functioning* in relation to, and *striving* towards successful completion of qualifications were central to students' educational experiences, and each of these were viewed as critical domains for future wellbeing. In contrast, *appraisals* were viewed as separate from their schooling experiences. Specifically, *thinking* constructively, creatively or critically, or *feeling* a broad range of emotions and freely expressing them, were viewed as existing more to the periphery. Thus, while *assets*, *actions* and *appraisals* appeared to be viewed as key components of wellbeing, the ways in which they were understood and experienced independently, and in relation to one another, varied. This was particularly true in the context of schooling. These interpretations of the relationships between the different domains present a particular view of wellbeing in the schooling context that does not necessarily reflect all of its elements, or the relationships among them.

How might students' perspectives complement the current literature and inform teachers' work in developing educational experiences that enhance and sustain wellbeing within and outside of school?

The data in this chapter suggests that students perceived that specific aspects of schooling, including program design, curriculum, social structures and teachers, plays a central role in the development and management of educational experiences. Consequently students viewed these factors as impacting on the extent to which they are agents of their own wellbeing. Even if multiple routes to wellbeing are potentially viable, imposition of strong advice about the 'best' pathway to follow may restrict the potential outcomes one may reap by allowing the journey to unfold for the individual traveller. The youth studied here were articulate, mature, and cognisant of many of the challenges that await them upon graduation. However, the school experience offered little in terms of opportunities for students to draw upon their strengths and insight and practice making use of them, perhaps with a number of mistakes and circuitous routes along the way. The emphasis on efficiency and completion of compartmentalised tasks

based on one approach (the teacher's), limits the exploratory nature of good learning, not to mention the possibility of engaging holistically with the educational experience as a whole.

The data also suggest that a perceived division between a public and private realm may also hinder the realisation of wellbeing as a multi-dimensional phenomenon within the very public domain of schooling. Presently, how one thinks and feels about wellbeing appeared to be less emphasised than just 'getting on with it' and engaging in the set school program. This raises questions about what might be lost in the interest of efficiency. Fredrickson's (Fredrickson, 2004) "broaden-and-build" theory suggests that positive emotions serve to enhance the learning and living process when one tunes in to joyful or interesting experiences by engaging the "thought-action repertoire." Resources are tapped not only for coping and survival, but for engaging more creatively, playfully and meaningfully (ibid.). Notably, such outcomes are those identified by the NZC and the literature as important for successful living.

Finally, focusing on wellbeing as the product of, as opposed to being embedded in, educational experiences, places a linearity upon it that appeared to comprise what may actually be more organic in nature; an emergent system in continuous, dynamic exchange with its environment. In many schools today there is a perception that engaging in the actions of schooling determines whether and how wellbeing will be achieved. For many who are not engaged in the school program, wellbeing may therefore occur in the distant future, conditional upon re-training or returning to school as an older student. Conceivably, under these conditions, some may never arrive 'there,' falling short of the goals educators and society has for their students. The truancy and school-leaver rates may attest to this somewhat. School engagement has been highlighted as an important focus by the Ministry, particularly to reduce the number of students neither in education nor in training. This research suggests attention to a more complex view of wellbeing that allows for it to be realised in a way that maintains the interests and integrity of the individual and the communities of which she is a part should be an important element of future policy issues.

The product of this school-based investigation is not a universal standard for wellbeing by which students should necessarily be evaluated, or to which schools should be made accountable. That is because identifying a definitive set domain indicators with which to prescribe curriculum development and measure progress towards successful integration of wellbeing would fail to reflect what this research has shown; wellbeing is a dynamic emergent phenomenon. While wellbeing is discussed here largely through the perspective of the individual, a more complex view does not disregard the nested spheres in which individual wellbeing are realised. Not only are inter-personal relationships critical elements of wellbeing according to the model, but also relationships to place, to ideas, to culture, with recognition that wellbeing is not something to be 'achieved' but something to be lived, in this moment, and again, in this moment, and again.

CONCLUSION

In this chapter, I addressed Specific Research Question #3: How are students' and their teachers' views of wellbeing linked to specific situations like school? by presenting the voices of Year 13 students and some of their teachers who, collectively, offer a view of wellbeing requiring considered attention to its complexity. How wellbeing's multiple dimensions can be incorporated into educational experiences will depend on how the dynamic, complex cultures of modern schooling unfold. Thus, in order to make it an integral component of education, which Davis and Sumara (2006) also identify as a complex system, a type of model is needed that creates space to reflect the 'realities' of each unique schooling context. One possible model, the Student Wellbeing Model (SWBM) is introduced in the next chapter. As will be discussed, the intended use of this model is not to offer a prescriptive model or specific indicators with which to quantify wellbeing in school. Instead, the model provides a possible tool, grounded by the empirical and theoretical research, with which to conduct further research on student wellbeing across a larger and more diverse research base.

CHAPTER SEVEN

THE STUDENT WELLBEING MODEL: A CONCEPTUAL FRAMEWORK FOR THE DEVELOPMENT OF STUDENT WELLBEING INDICATORS

INTRODUCTION

The focus of this chapter is to present the implications of the data presented in the previous chapters and lead to this thesis's answer to the General Research Question: What are the different perspectives on student wellbeing in a New Zealand secondary school context? In it, the Student Wellbeing Model (SWBM) is introduced to address the research questions, and in that it can guide the development of quality student wellbeing indicators. This is a model that has emerged from a multi-method, iterative, and complex research process, and the variety of sources of data provide the support to argue that it is based upon both a grounded conceptualisation of wellbeing, but also on an understanding of the school environment (Ben-Arieh & Frønes, 2011; J. Cohen, et al., 2009; Meyer, 1997; Oakes, 1989; Rumberger & Palardy, 2005). The literature-and research-based conceptual model introduced in chapter 2 has been refined and revised based on analyses of data collected from (1) from a critical analysis of New Zealand education policy (chapter 4), and (2) from a qualitative study of New Zealand students' and teachers' perspectives and experiences on wellbeing (chapters 5 and 6), and the Student Wellbeing Model (SWBM) emerged from this process. In addition to describing the SWBM, this chapter also serves to exemplify an exercise that researchers or practitioners may undertake when developing data-informed indicators. The data revisited here for this purpose were collected from a specific case study; other examples may emerge through further research and discussion. The SWBM may be adapted for multiple purposes and used with different populations of students as appropriate for the academic, social and cultural milieu of individual schools.

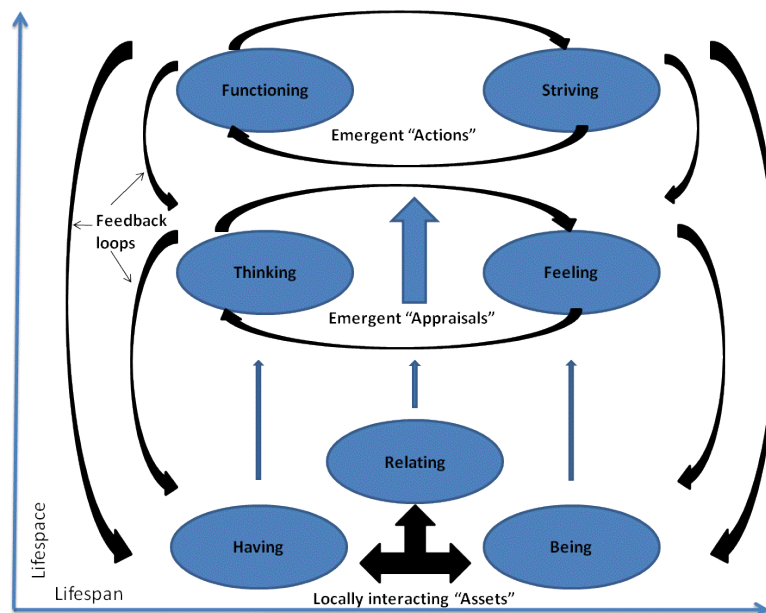
THE STUDENT WELLBEING MODEL

With domains that contribute independently and collectively to student wellbeing, the SWBM represents a view of wellbeing that requires a much more nuanced view than a collection of building blocks towards some definitive entity. The conceptual framework presented in chapter 2 posited that student wellbeing is a multi-faceted phenomenon involving seven domains organised into three overarching categories. The data presented in the subsequent chapters suggest that the 'building block' interpretation does not suffice; student wellbeing is not a static phenomenon, but a dynamic process of continual growth. Health, wealth, and happiness may be important components of wellbeing, but to rely on these constructs to define wellbeing would be too limiting.

The SWBM presented below views wellbeing as a complex phenomenon that is constantly emerging and adapting to the prevailing contexts, and in concert with the interactions of the various parts.

To capture the dynamic nature of the phenomenon that is reflected by the data, the conceptual framework was revised and reconceptualised based largely upon a systems view of human development (for discussion regarding systems thinking in relation to education, see P. L. Benson & Scales, 2009; Csikszentmihalyi & Csikszentmihalyi, 2006; B. Davis & Simmt, 2003; B. Davis, et al., 2008; B. Davis & Sumara, 2006; Horn, 2008; Lerner, Dowling, & Anderson, 2003; Mason, 2008; Morrison, 2008; R. Roeser & Galloway, 2002; Theokas, 2005; Wyn, Cahill, Holdsworth, Rowling, & Carson, 2000). Parrot's (2002) conceptual model of a complex system provides a useful visual representation to illustrate how individual elements of the SWBM relate to one another as a dynamic, emergent system (see Figure 7.1). According to Parrot (2002), a series of locally acting heterogeneous components give rise to higher and more global level entities through their actions and interactions, a concept understood as emergence. In such a system, each level that "emerges" also interacts with previous levels in a series of feedback loops. For example, in the SWBM, material and immaterial possessions, intrapersonal traits and characteristics, and supportive relationships gain value through cognitive and affective *appraisals* by individuals and by societies. Their use to motivate and orient goal-directed, meaningful and purposeful *actions* qualifies them as *assets* to enhance and sustain the wellbeing not only of individuals, but of the wider social and environmental ecologies of which they are a part. In effect, the *assets* (*having, being, relating*) are essential to the system, but are only considered to be *assets* when they are *appraised* as such, and contribute to the way the individual or group *functions* and *strives* towards future *asset* building.

Figure 7.1: The Student Wellbeing Model, adapted from Parrot (2002) and Roeser and Galloway (2002)



In this study, participants highlighted the importance of socio-cultural and environmental ecologies in their conceptualisations of and experiences with wellbeing. This finding is reflected in the SWBM by drawing upon Bronfenbrenner's (1979) model of human development and Roeser and Galloway's (2002, p. 40) principles "lifespace" and "lifespan." In the SWBM, the seven domains and three categories are considered to be embedded, or "nested" in the multiple and intersecting spheres of students' lives, such as the classroom, school, family, community, and natural and built environment (see also B. Davis & Simmt, 2003; B. Davis & Sumara, 2006; Earls & Carlson, 2001; Eccles & Roeser, 2011; Lerner & Overton, 2008). Thus, the relationships between the elements of the system (domains and categories) may resemble, or they may differ across, but have influence upon, different spheres of a student's life. At different points along the developmental trajectory, or within different contexts, particular domains may be more emphasised than others, or they may be defined by a different set of characteristics more appropriate to the conditions and circumstances of the time. Collectively, the domains, and the particular emphases granted them at a given time, are what give shape to wellbeing.

The SWBM is a model intended primarily to support wellbeing in school contexts. Thus, its development was influenced by the work of complexity thinkers Davis and Sumara (2006), who support a holistic approach to educational research and centralise the importance of the relationships that conjoin distinct elements into a complex but bounded system. Such an approach is useful to address the questions raised in this study, and offers a possible trans-disciplinary model to explore the extent to which the literature- and research-informed domains resonate with youth and are relevant to their educational experiences. With a view of learning phenomena as organic, multi-dimensional and cyclical, complexity thinking (or complexity theory/science) provides an important contrast to more traditional educational models that are predicated on a more linear relationship between teaching and learning (B. Davis, et al., 2008; B. Davis & Sumara, 2006; Horn, 2008; Mason, 2008; Morrison, 2008). According to Davis and Sumara (2006), complexity thinking encompasses the particular and the whole simultaneously. Complexity theorists address not only the basic elements of a system, and the whole that emerges through the interdependencies of its parts, but also the ways in which it is embedded in historical, socio-cultural, physical contexts (B. Davis & Sumara, 2006).

The SWBM takes complexity as a given. The individuals as well as the contexts in which they interact are recognised as complex systems themselves, with unique, though also generally patterned characteristics that continue to shift and adjust in dynamic interchange (B. Davis & Simmt, 2003; B. Davis & Sumara, 2006; Enomoto, 1997; McQuillan, 2008). It is understood that the ways in which the domains and categories will be interpreted and realised by individuals and by groups will differ, sometimes dramatically. One benefit of the SWBM in educational contexts is that the domains and categories are broad enough to be used to frame discussion and research about what each means to particular individuals or groups and, henceforth, communicate with others that may interpret them

similarly or differently. Sharing perspectives and experiences of wellbeing at the individual level lays an important foundation for envisioning, communicating about and creating schooling practices that facilitate student wellbeing for all students.

By viewing educational experiences and youths' wellbeing as emerging and interacting complex systems, specific elements of wellbeing are brought to light, and considered as dynamic parts of a much larger system. Considering educational experiences through this framework then becomes an empowering and enlightening exercise, granting attention to and awareness of wellbeing as more than test scores, mood, or health status. Viewed in this way, wellbeing is not peripheral to or a desired outcome of educational experiences, wellbeing *is* education.

In the following section, a brief overview for each of the seven domains of the SWBM is provided along with key questions framing the research in this area. This is followed by a table that illustrates examples of findings from three different sources– the multi-disciplinary wellbeing literature, the NZC, and New Zealand senior secondary students⁷. Each section concludes with examples of student wellbeing indicators considered to be in alignment with the research related to this domain.

Wellbeing Assets

Having

The *having* domain represents the dimension of wellbeing that relates to resources, tools, and opportunities, typically external to the individual, and gained through either one's efforts or through gifts or exchange. Examples of wellbeing indicators discussed in the literature include those that are material (e.g. computer, house, trust fund) or immaterial (e.g. skill set developed through years of swim lessons, information), but most require money or another unit of exchange to obtain, have access to, or utilise them. Sen's (1999) and Nussbaum and Sen's (1993) work on Capability Theory have informed understanding about the importance of how and/or if one uses what one has; it may be immediately available or accessible, or put aside as an investment for later use. Debate over wealth's impacts on levels of happiness, and the implications of privileging standard of living and GDP as measures of personal and societal wellbeing are focal points of discussion in the research that informed the development of this domain in the SWBM.

⁷ The tables provided provide only a brief summary of the findings, for a more thorough discussion, please refer to the chapters from which the data has been taken (literature/research – 2; NZC – 4; student/teacher data – 5, 6).

Table 7.1 Examples of *having* informed by the literature, New Zealand Curriculum, and New Zealand students and teachers

Research foci in the economics, sociology, psychology and health sciences research	NZC terminology in alignment with research	Examples from student and teacher data relevant to research
Standard of living GDP Employment status Income Capabilities and Resources Opportunities Tools	Resourceful Contributors to the economic well-being of New Zealand Effective users of communication tools	Books and learning materials are up to date and accurate 'Qualified' and 'Professional' teachers ICT access Students are engaged in paid employment

Student wellbeing through the lens of this domain involves possessing or having access to technological tools such as computers and educational software (ICT), books, and other hard copy materials. Students learn from teachers who are perceived to be motivated in their work, instead of being there “only for pay at the end of the week” (see chapter 6). Teachers are highly qualified and are able to provide relevant information for the assessments and evaluations by which students’ academic progress will be measured. Having also refers to a safe, pleasant, and well-maintained learning environment. This involves the provision of buildings and grounds that are structurally sound, clean, and equipped to address and maintain the integrity of all students’ developmental, physical, socio-emotional, and cultural needs. Also related is access to feasible and affordable services and programmes such as pastoral care and counselling, nutritious meals, dental and health care, recreation and leisure, as well as civic, cultural, and service opportunities.

Being

The intrapersonal is the focus of the *being* domain, distinguished through its specific attention to the self across the developmental trajectory- who one is, has been, and will be. Research examining aspects of one’s genetic make-up, as well as the socio-cultural and historical circumstances and conditions of one’s life that influence one’s sense of self and identity provide important insight into what it means to “be” well. Development of indicators related to *being* well requires consideration of some of the following key questions in the research. To what extent does one’s wellbeing remain stable, fluctuate, or alter significantly throughout one’s lifespan or across spheres of life? Are autonomy and independence equally important to wellbeing? How do demographic factors such as race, ethnicity or social class relate to subjective and objective indicators of wellbeing? Is student wellbeing something to be “managed” within school structures or by educators, or an experience constructed from the ground up by students themselves?

Table 7.2 Examples of *being* informed by the literature, New Zealand Curriculum and New Zealand students and teachers

Research foci in the economics, sociology, psychology and health sciences research	NZC terminology in alignment with research	Examples from student and teacher data relevant to research
Autonomy Identity Integrity Demographic Variables Health status	Positive in own identity Resilient Values integrity Manages self competently High expectations Cultural diversity Inclusion Physical wellbeing Autonomy Independence Individualism	Having one's 'reality' acknowledged Self-awareness Independence Personal agency Manages judgements Opportunities to take on adult-like responsibilities and roles

Being well entails having one's "reality" recognised and respected by valued members of the school community. That is, students feel "known for whom they are," and believe that they are "taken seriously" by others. Schools that support wellbeing establish clearly defined expectations and provide opportunities for students to assume esteemed roles by consistently encouraging self-ownership of and responsibility for ideas and actions. Educational experiences at wellbeing-enhancing schools provide opportunities for students to act autonomously, under supportive, but reasonably hands-off supervision. Students are encouraged to make informed decisions with confidence, while remaining mindful of how their independent actions impact on those around them. Teachers support students' wellbeing in this domain by providing regular and constructive feedback clearly articulating the skills, competencies and dispositions students will be expected to demonstrate through formative and summative evaluations.

Relating

This domain represents research on relationships, and includes the interpersonal connections experienced, felt and aspired, and which influence experiences, emotions, thoughts and choice of actions. Research situated within the field of place-based education has contributed to understandings of relationships to place. Relationships as meaning are also explored here, with particular attention to outcomes of having one's sense of meaning disrupted or challenged through life events. Wellbeing is also explored as are experiences of transcendence: feeling connected to other people, places, ideologies or beliefs. In the literature, the influence of relationships on wellbeing is examined in light of several considerations. Is wellbeing enhanced through quantity or quality of personal relationships? How might integration of different worldviews into curricula contribute to a sense of connection to a particular context or locales? Is knowledge fixed or fluid? Is there a distinction between knowledge and the knower?

Table 7.3 Examples of *relating* informed by the literature, New Zealand Curriculum and New Zealand students and teachers

Research foci in the economics, sociology, psychology and health sciences research	NZC terminology in alignment with research	Examples from student and teacher data relevant to research
Interpersonal relationships Relationships to place Relationships as meaning Transcendence (Connections to someone/something beyond the self)	Reliable Relates well to others Connected to the land and environment Member of and engaged in communities International citizen Values diversity, equity & ecological sustainability Uses languages, symbols and texts competently Treaty of Waitangi Experiences coherence Contributes to the well-being of New Zealand – social, cultural, environmental and economic	Teacher–student relationships • mutual respect • friendship • ‘being known’ Cultural affiliations are honoured and respected School reputation

Relating well according to the SWBM denotes experiencing a sense of place within the school’s physical and socio-cultural context. All students, regardless of need, ability, sexual orientation or identity, world view, background, or aims, have access to all spaces, information, and activities. Cultural affiliations are acknowledged and celebrated. Beliefs and ideologies are expressed freely and received openly. In the SWBM, student-teacher relationships are defined as respectful and adult-like, and hold characteristics associated with friendship. However, generational distinctions are maintained in that adults and youth respect the wisdom and insight the other has to offer the relationship. For example, instead of negotiating the power dynamics of a traditional hierarchical relationship, teachers and students offer mutual support for goals, interest in the other’s needs, and concern for their wellbeing. Relating well supports other wellbeing assets, in that it affords opportunities for students to be known well enough to have their identities affirmed, and to allocate other resources such as learning materials or educational experiences suitable for a student’s individual needs.

Wellbeing Appraisals

In the SWBM, the *feeling* and *thinking* dimensions are viewed as mutually enhancing elements of wellbeing. Affective appraisals complement cognitive appraisals in multiple studies seeking to gauge people’s sense of wellbeing. As Seligman (2011) argues, while subjective ratings are commonly interpreted as evaluations of affect or mood, questions such as “How satisfied are you with your life involves a large portion of transient mood, but also a much smaller portion as evaluation (Diener, Kahneman, Arora, Harter & Tov, 2009). However, each of these domains is independently addressed to highlight their importance in education as they are experienced across spheres of life.

Feeling

Research focusing on happiness and depression has been complemented in recent years by scholarship addressing the full spectrum of affect. In addition, there has been growing attention to the facilitative

effects of emotions on wellbeing in the literature, thus sparking interest in curricula designed to enhance positive affective states such as contentment, joy, or gratitude. Recent progress in neuro-imagery and a growing trend towards cross-disciplinary collaboration have further advanced the field, raising questions about emotions' influences not only on how one feels at the moment, but on wellbeing across "lifespace" and the "lifespan" (R. Roeser & Galloway, 2002, p. 40).

Table 7.4 Examples of *feeling* informed by the literature, New Zealand Curriculum and New Zealand students and teachers

Research foci in the economics, sociology, psychology and health sciences research	NZC terminology in alignment with research	Examples from student and teacher data relevant to research
Full emotional spectrum Socio-emotional education Pastoral care (e.g. counselling, support services)	Values respect Mental wellbeing	Being happy Being Content Having others 'know what you're going through' "Private" aspect of wellbeing

Students that are well regularly experience positive emotions. They are also emotionally literate, capable of recognising, expressing, and managing their feelings. Schools nurture students' wellbeing when they provide support for and encourage students to experience and express a full spectrum of emotions, and to have those expressed emotions received appropriately by members of the school community. All subjects in the school curriculum seek to develop in students an appreciation for the positive aspects of life, and for the ways in which others have contributed to their learning and development. Wellbeing-enhancing schools thus give considered attention to how students feel, and work to incorporate affective appraisals into all educational experiences.

Thinking

Thinking-related scholarship explores phenomena related to cognitive appraisals, as well as those related to cognitive strategies, decisions and errors. Cognitive appraisals of one's life are a frequently employed metric to complement more objective measures of wellbeing as evidenced by a plethora of metrics based on subjective appraisals of one's quality of or satisfaction with life. With clear attention to the importance of thinking well for short- and long-term wellbeing in the literature, and as a foundational philosophy of education, important questions in this domain concern the directionality of the relationship between wellbeing and *thinking*. Thinking well is assumed to relate to wellbeing, can enhancing multiple dimensions of wellbeing influence the effectiveness of how one thinks? In addition, in an era of compartmentalised scheduling and assessment driven learning, to what extent to is granting considered attention to student choice and decision making desirable or even feasible in today's schools?

Table 7.5 Examples of *thinking* informed by the literature, New Zealand Curriculum and New Zealand students and teachers

Research foci in the economics, sociology, psychology and health sciences research	NZC terminology in alignment with research	Examples from student and teacher data relevant to research
Curiosity Creativity Decision making Mindfulness Meta-cognition	Enterprising & entrepreneurial Literate and numerate Critical and creative thinker Informed decision maker Values innovation, inquiry, and creativity Thinks competently Learns to learn Mental wellbeing	‘Using big words’ Proper grammatical usage Effective decision making Choices

Students that are well are satisfied– with school, and with the multiple spheres of their lives. The *thinking* domain represents student wellbeing in terms of thinking constructively, creatively, mindfully, and contemplatively. In addition to active engagement in the cognitive tasks typically associated with everyday educational experiences, thinking well requires time, continued questioning, collaboration, cross-disciplinary study, and a degree of non-linearity and iteration that traditional schooling models based on strict scheduling and compartmentalised school subjects typically prevent. Students learn to learn, and develop the meta-cognitive strategies necessary to broaden their skill sets as well as their repertoire of tools needed to solve expected and unforeseen problems. Thinking well also involves the opportunity to make informed decisions from a wide range of choices available. While independent decision making is considered important, open-minded reflection about the diverse perspectives, world views and ideologies held by others also plays a salient role.

Wellbeing Actions

Functioning

Scholarship organised under functioning explores the activities, behaviours and involvements individuals experience and with which they are engaged. Researchers examine both volitional and obligatory involvements, as well as questions about how the number and breadth of one’s involvements impact on wellbeing. Recent attention in this area has focused on characteristics of wellbeing-enhancing engagement and achievement such as grit (Duckworth, Peterson, Matthews, & Kelly, 2007), determination, persistence or optimal functioning. Their work raises questions similar to those in the Relating domain. Does breadth, depth, or length of engagement matter more to wellbeing? How important is student choice for functioning well?

Table 7.6 Examples of *functioning* informed by the literature, New Zealand Curriculum and New Zealand students and teachers

Research foci in the economics, sociology, psychology and health sciences research	NZC terminology in alignment with research	Examples from student and teacher data relevant to research
Characteristics of involvements -Breadth -depth -volition What is done How it is done “Flow” Grit Determination	Enterprising & entrepreneurial Contributes to the well-being of New Zealand: social, cultural, economic, and environmental Participates competently in a range of life contexts Active seeker, user, and creator of knowledge Values community and participation Engaged citizen Employed and/or employable	NCEA assessments Efficiency in involvements Manageable behaviour Tidiness Timeliness Focus

Students who are functioning well engage with educational experiences that transcend disciplinary, generational, cultural, or ideological boundaries, and that require that students extend themselves beyond immediate and comfortably familiar contexts. Functioning well in school is not a solitary endeavour; educational experiences integrate the expertise of students, teachers, peers, and community members and are typically focused around developing “enduring understanding” through engagement with and critical reflection upon essential questions (Wiggins & McTighe, 2005). While student interest initially drives effective inquiry, expectations for collaborative exchange of ideas within learning communities involves continuous negotiation of the individual in relation to others. Schools that support student wellbeing provide numerous opportunities for students to experience what Csikszentmihalyi (1991) and colleagues (Csikszentmihalyi & Hunter, 2003; Csikszentmihalyi, et al., 1993; Csikszentmihalyi & Schneider, 2000) have described as a state of “flow.” In such schools, efficiency and close adherence to scheduling may be sacrificed to allow students to gain in-depth understanding and insight that comes from “uncoverage,” rather than coverage of material (Wiggins & McTighe, 2005).

Striving

The *striving* domain is represented by the empirical and theoretical scholarship on the influences, processes, content and outcomes of one’s future aims. Motivation and goal theories constitute a large part of the literature in this domain. Achievement is another construct that receives considerable attention in this domain. In addition, age-old questions regarding relationships between process and product, future and present are explored. These questions have been largely situated in debate between Hedonic and Eudaimonic wellbeing.

Table 7.7 Examples of *striving* informed by the literature, New Zealand Curriculum and New Zealand students and teachers

Research foci in the economics, sociology, psychology and health sciences research	NZC language in alignment with research	Examples from student and teacher data relevant to research
Motivation Goals Future-orientation Eudaimonia – “the well lived life” Transcendence	Motivated Values excellence Future focus orientation Sustainable future Development	Product orientation Credit acquisition Secure employment Striving for others

Striving well involves more than meeting short-term academically-related objectives such as credit accumulation or degree qualification, or longer-term aims related to the local or global marketplace. Similar to Dewey’s (1964) view of the “means-ends” continuum, striving entails continual negotiation between past experiences, present circumstances, and future interests. The focus is on the procedural aspects of *learning* over the utilitarian aspects of *earning*. Consideration of a more transcendent purpose than meeting individual needs places an emphasis on eudaimonic, over hedonic wellbeing (for discussions of the distinctions between this philosophical view of wellbeing, see Keyes, et al., 2002; Peterson, et al., 2005; Ryan, et al., 2008; Seligman, 2002). Educational experiences that support success in daily and ongoing achievements, while continually setting sights on the next step, further encourage youth to develop strategies that keep them motivated in the face of adversity. Students who are striving well see challenges as desirable and inevitable parts of life rather than things to be avoided at all costs.

DISCUSSION

The seven domains described above present a comprehensive view of what the literature, along with New Zealand education policy and New Zealand students and teachers, consider important dimensions of student wellbeing. The SWBM’s seven domains – *having*, *being*, *relating*, *feeling*, *thinking*, *functioning*, and *striving* – represent specific aspects of student wellbeing and can be used as indicator categories. The examples used to define them can be considered possible indicators for monitoring student wellbeing in relation to educational experiences. Table 9 presents a summary of indicators derived from the data discussed above. While the previous sections addressed domains independently to highlight their unique contributions to student wellbeing, they are combined together below to illustrate their collective importance. Considerations of these findings are discussed below.

Table 7.8 Examples of student wellbeing indicators

Domains	Indicators
Having	<ul style="list-style-type: none"> • All students work with highly qualified teachers who receive appropriate release time and funding to continue their training and maintain a sense of purpose and enthusiasm • Quality informational resources are available for student and teacher use • Quality and safety of physical plant • Buildings and grounds are accessible and meet students' developmental, physical, socio-emotional and cultural needs • Allocated funding to school is sufficient to meet instructional needs, and to provide extended learning opportunities such as curricular, athletic, cultural, spiritual, artistic events
Being	<ul style="list-style-type: none"> • Expectations for student behaviour and responsibilities are clearly defined • Opportunities to assume valued and/or esteemed roles in the school/larger communities • Encouragement of self-ownership and responsibility for ideas and actions; • Opportunities for students to act autonomously under supportive, but reasonably hands-off supervision • Students are physically healthy, nourished rested and fit
Relating	<ul style="list-style-type: none"> • All students experience a sense of place • Cultural affiliations are acknowledged and celebrated • Beliefs and ideologies are expressed freely and received respectfully • Student-teacher relationships are characterised as respectful, consistent and mutually supportive towards educational and personal goals • Parents/whānau and community members actively and meaningfully connect with school staff through a variety of means • Students engage daily with educational experiences that transcend disciplinary, generational, cultural, or ideological boundaries, and that require that students extend themselves beyond immediate and comfortably familiar contexts.
Feeling	<ul style="list-style-type: none"> • Students experience positive emotions • Students feel supported and encouraged to experience and express a full spectrum of emotions • All subjects in school curriculum are designed to develop in students an appreciation for the positive aspects of life and for the ways in which others have contributed to their learning and development • Students seeking emotional support have opportunities to do so discretely, but also to discuss openly • Conditions and circumstances that hinder feeling well are recognised as impacting on young people's lives, on a personal and interpersonal level. • Students have access to resources, information and support groups that facilitate feeling well.
Thinking	<ul style="list-style-type: none"> • Students are satisfied with school • Students ask questions during and outside of class, verbally, visually, and in writing • "What if?" "How else?" and "so what?" are examples of commonplace questions in classroom discussions • Students have opportunities to make informed decisions, and have adults and peers give their decisions considered attention • Curricula and scheduling allows for collaboration, cross-disciplinary study and time for students to think mindfully, constructively, creatively and contemplatively. • Students have opportunities to demonstrate their strengths and competencies in multiple formats
Functioning	<ul style="list-style-type: none"> • Allocated time in school reflects a balance between engaging with the national, school and classroom curricula, and providing opportunities to extend learning or follow alternative pathways to understanding • Students have opportunities to experience a sense of timelessness in their work • Students are not interrupted unnecessarily and arrangements are made to continue as appropriate • Numerous and diverse opportunities are offered for students to participate in activities related to civic engagement, service learning, cultural celebrations
Striving	<ul style="list-style-type: none"> • Educational experiences support success in daily and ongoing achievements, while continually setting sights on the next stage in the learning process • Challenges are framed as important and inevitable and are welcomed rather than avoided • Students plan for and participate in higher education or further training • Students meet school and national benchmarks and progress at least one year's growth for every year in school

As an example to illustrate the interactions among the elements of wellbeing, consider wealth, a topic of intense scrutiny over the past century not only by economists, but also by psychologists, sociologists, scientists, and even neuroscientists. Research suggests that having material wealth may relate to wellbeing if it provides what is desired, though its value may depend on what others nearby possess. Further, money may lead to wellbeing or ill-being depending on how it is acquired, spent, or invested. Thus, what one has is an asset only if it is valued as such, and, arguably, if it can be used wisely, thoughtfully, and meaningfully in ways that have beneficial outcomes that extend beyond the self. Those contributions may, in turn, be utilized by other people, collectives, or institutions as assets to enhance and sustain wellbeing at a personal, societal and environmental level.

To extend the example to a school context, consider the subject of economics. Economics is relevant to youth in terms of the subject content (i.e. wealth). In addition, the economic theories and principles that underpin economic policy and practice are directly related to choices and behaviours people will make throughout their lifetime. Depending upon the ways in which the material is presented, however, youth may or may not appreciate the value of understanding the role of money, wealth, and economic transactions in not only their own wellbeing, but also in the broader social and political spheres of their lives. With the knowledge about economic systems, along with the many cognitive and affective errors and mis-judgments people make on a daily basis in the marketplace, youth may be better prepared to use their assets, to *function* as it were, and to *strive* towards appropriate and meaningful goals. If, however, economics is presented as a skill set or knowledge base to retain solely in order to reflect back on a summative assessment for qualifications, then the value of academic credit acquisition may drive their efforts. As a result, the asset potential of that knowledge for use in ways that enhance and sustain wellbeing is diminished.

CONSIDERATIONS FOR FUTURE RESEARCH BASED ON THE SWBM

The breadth and depth of examples provided in Table 7.9 suggest that the SWBM represents a more holistic conceptualisation of student wellbeing than is typically employed in this era of school accountability and standardised assessments. While many of the examples here are unique to the participants studied, they nonetheless provide an important view into how the multiple dimensions of wellbeing might be interpreted in the school context, and, in that, the importance of drawing upon a framework that can reflect the complexity of wellbeing. As such, the individual is but one, albeit important, aspect of the bigger picture, one that involves the social and the cultural, the past and the future, the natural and the built environment, each of which is intricately related within a dynamic system. In this thesis, I have attempted to ‘capture’ the ‘ambiguity’ that the data reveals to be a quality of the phenomenon of wellbeing, and thus have made space for wellbeing to be interpreted at multiple levels. For students, interpreting wellbeing will likely occur on a primarily individual, ‘ego-centric’ level. For teachers, the classroom collective of individual students might be the focus of interpretation. School

administrators may view wellbeing at the school-wide level, and the Ministry of Education on a larger scope still.

It has been noted that progress has been made in New Zealand since the early 1990's to draw upon the cultural wisdom and integrity of indigenous peoples as well as to incorporate the understandings and experiences of other world views represented by the country's rapidly diversifying student population (Bishop et al., 2008; Macfarlane, et al., 2008; Ministry of Education, 1996, 2008b; Pere, 1991). Particularly following the devastating earthquakes that occurred in Christchurch in 2010 and 2011, there has been an increased focus on supporting students who continue to struggle in school as a result of their experiences (Ministry of Education, 2011). Notably, programmes that address student wellbeing specifically are beginning to emerge (Ministry of Education, 2010c; New Zealand National Party, 2012; SPINZ, 2006). However, many of these programmes and initiatives continue to reflect a medical model approach, focusing on specific areas such as mental health or suicide prevention, as opposed to highlighting positive aspects of wellbeing such as those that build upon students' strengths and potential for thriving (P. L. Benson & Scales, 2009; Lerner, 2004; Lerner, et al., 2003; Ryff, Leffert, & Vraa, 2003; Strumpfer, 2006; Theokas, 2005). Importantly, while approaches that transcend the traditional emphasis on the "three R's" (i.e. reading, writing, and arithmetic) are diversifying rapidly and gaining support worldwide, to date, few frameworks exist which provide educators with a viable means to guide curriculum development and implementation designed with wellbeing in mind.

Nevertheless, new approaches are being considered and in some communities they are being implemented with positive results. For example, Social-Emotional Learning has taken on a large following in many elementary schools in the United States in recent years, and the research community focusing on Positive Youth Development has been instrumental in addressing a more holistic approach to education. Organisations such as the ASCD's Whole Child, Seligman and colleague's work around Positive Education, and UC Berkeley's Greater Good Science Center also reflect greater attention to the roles of thinking and feeling well in supporting positive and successful educational experiences. To date, wellbeing is a topic of importance in New Zealand, but as noted above, the term is largely used by the Ministry in relation to reducing bullying or addressing the effects of trauma related to the recent natural disasters.

The apparent disconnect between students' views of wellbeing generally, and their understanding and experiences of wellbeing in the context of their educational experiences in particular, are not surprising to me as an educator. Numerous systemic restraints, as well as my own wellbeing-thwarting practices, ingrained from decades of experience in a traditional schooling system, complicated my efforts to work with areas that transcended the proverbial "three R's." Through my studies, however, I have gained a deeper understanding of, and certainly more of an appreciation for, the many viable pathways to ensuring

that students experience a wellbeing-enhancing education across their “lifespan” and “lifespace” (see R. Roeser & Galloway, 2002). On a personal level, I hoped to improve my own practice through this research, thus I was motivated to develop a set of tools with which to guide my planning, as well as to inform my interactions with students. The development of the conceptual framework into the Student Wellbeing Model (SWBM) is one representation of these efforts.

The SWBM is introduced as a model with which to articulate how wellbeing has been defined and monitored within a particular school context; the details listed within the domains represent what were considered most relevant in monitoring and evaluating wellbeing of MVHS students, and for the purposes of discussion could be identified as specific ‘indicators.’ The extent to which the indicators generalise to other settings or contexts must be examined in the course of future research. It is anticipated that such studies may yield additional data to inform the development of valid, technically reliable student wellbeing indicators that can generalize to diverse populations and contexts. On a practical level, students, educators, parents, and school community members may utilise the SWBM as a communication tool to facilitate discussion about how the indicators offered here reflect local settings and mores, align with identified in their guiding formal educational mandates, and resonate with their own perspectives and experiences. A working definition of wellbeing applicable to other sectors could evolve from this model, as well. For example, school psychologists may offer a more clinical practice standpoint, athletic coaches and performing arts directors may provide a competition or performance perspective, or school administrators could present a management point of view.

The process of developing student wellbeing indicators based on the SWBM has the potential to be an empowering and enlightening exercise for all involved. With years of experience to reflect upon and share, students offer particularly valuable insights, and could contribute both as researchers and as agents for positive school change. Inviting students to share their thoughts about what wellbeing means to them could take any number of forms, including focus groups, council meetings, questionnaires and interviews, or academic assignments that use wellbeing as a content focus. The data suggest that in the school under study, such opportunities were rare, but cherished by the students. Their comments and ideas, when they were asked to share them, were insightful and profoundly enlightening about what was meaningful and important to their sense and experience of wellbeing.

To take these conversations a step further, and to integrate identified student wellbeing indicators into educational assessments, offers further potential benefits. It is acknowledged that a student’s ability to demonstrate she meets performance benchmarks in mathematics and literacy is a critical component of her present and future wellbeing. As a thought experiment, consider what possibilities unfold if schools also sought to gauge gratitude, altruism, compassion, empathy, forgiveness, happiness, or mindfulness for example? The Greater Good Science Center at the University of California, Berkeley draw upon each to

frame programming around wellbeing and has been exploring how to make each a more integral part of a modern life and lifestyles. A positively framed approach to evaluation that seeks to identify how particular domains are incorporated into the learning experience, may reveal which aspects that relate to her strengths and capacities are being supported, and which need greater attention for her to fulfil her potential and experience a more balanced wellbeing-enhancing education.

Methodological considerations

Table 7.9 Examples of data sources for *having* and *relating* indicators

	Indicators	Current or Potential Source of Information
Having	All students work with highly qualified teachers who receive appropriate release time and funding to continue their training	# of teachers holding highest qualifications % of staff with multiple content area certification # of support staff with certified credentials
	Quality informational resources are available for student and teacher use	Instructional expenditures per pupil remain above the benchmark level as defined by the ministry # of students per computer
	Quality and safety of physical plant Buildings and grounds are accessible and meet students' developmental, physical, socio-emotional and cultural needs	Annual survey and code inspection
Relating	All students experience a sense of place within the school's physical and socio-cultural environment Cultural affiliations are acknowledged and celebrated Beliefs and ideologies are expressed freely and received respectfully	Student, teacher, school management, community leader reports. Surveys, focus groups, interviews
	Student-teacher relationships are characterised as respectful, consistent and mutually supportive towards educational and personal goals	Student, teacher, school management reports. Surveys, interviews.
	Parents/whanau and community members actively and meaningfully connect with school staff through a variety of means	Use of school website, email, texting, phones, classroom blogs
	Students engage daily with educational experiences that transcend disciplinary, generational, cultural, or ideological boundaries, and that require that students extend themselves beyond immediate and comfortably familiar contexts.	Analysis of syllabi, assessment-related documents. Surveys, interviews, focus groups, observations

To understand the complex interplay of factors that facilitate and hinder student wellbeing, the field requires a multidimensional approach to research methods and data collection. Table 7.9 illustrates examples of potential sources of information for two domains, *having* and *relating*, as well as both quantitative and qualitative approaches that might be used to collect it. There is growing acceptance that triangulation of data sources and combining compatible research methods provides a more thorough, if not more accurate picture of the topic of inquiry (Bogdan & Biklen, 2007; Denzin, 1978; Lincoln & Guba, 1985). In the case of the possible data sources listed above, accessibility of information will be

varied (i.e. currently enrolled students in regular attendance), thus it is important to align methods with purpose. Researchers conducting data collection in schools must be mindful of operating structures and ethos, and find ways to integrate their efforts into daily routines. Students and teachers choosing to engage in action research projects have tremendous insights to offer, but time may be limited. In order to develop appropriate protocols, questionnaires or surveys, school-based researchers may wish to collaborate with research teams or consultants to support their efforts to gather and analyse information. Depending on how the SWBM is used, it will be necessary to tailor data sources and methods as appropriate to the needs of those employing it.

Should the SWBM serve as a guide for those interested in developing a measurement tool based on domain indicators, there are certain factors to consider. In the social indicators and wellbeing literature, the importance of a distinction between types of indicators is stressed (Ben-Arieh & Frønes, 2011; Frønes, 2007; Sirgy, et al., 2006). In general, indicators are classified depending upon whether they reflect the means, the process or the end in achieving the objective of a particular set of policies, programmes, or projects. Despite their separate classifications, they are also related in important ways, and collectively serve a broader purpose. With an appropriate balance between the different types of indicators, links between the means and ends are more likely, which helps to support further research and planning related to the goals. The explosion of interest in wellbeing in the academic community has yielded numerous quality instruments that can be considered for use in measuring student wellbeing indicators. However, the use of measurement tools may not suit all populations or programmes equally. Thus, careful thought should be given to the appropriateness of instruments to the majority of participants. To this end, schools may wish to collaborate with researchers or consultants if they are seeking to develop indicators independently.

As a general framework that can be applied to different school settings, the SWBM offers schools a means of developing a multi-method approach to evaluation that involves a combination of site-appropriate objective and subjective indicators of student wellbeing. For example, instead of seeking a direct relationship between input factors (i.e. allocated funding) and output factors (i.e. adequate yearly progress), funding allocated to schools could be critically examined for how it influences multiple domains of wellbeing via multiple pathways. Questions may relate to how financial support provides students with identified wellbeing assets such as material resources (e.g. books, computers), immaterial resources (e.g. extra-curricular support, school trips), or relational resources such as qualified staff with whom students feel connected. Quantitative data may then be compared with measures of students' academic performance, but also with qualitative data that explores other domains. Again, there are questions to consider. How do students think and feel about the resources provided through the funding? Would students prefer to attend a motivational speaker or a cultural celebration? Is it preferable to have numerous older computers or fewer state of the art machines in order to accomplish what is expected of

students? Incorporating students' and practitioners cognitive and affective appraisals of the value of the funding into the equation provides a far broader-scope measure of wellbeing.

CONCLUSION

The development of quality indicators to inform educators, researchers, and policymakers depends upon grounded models of student wellbeing that are relevant to today's schooling structures and ethos, and that resonate with today's students, teachers, and school communities. In this chapter, the SWBM was introduced as a complement to existing interpretations of wellbeing that focus on cognitive- or health-related indicators. Informed by the wellbeing literature, New Zealand education policy, and senior secondary students and teachers in New Zealand establishes a foundation for researchers and for educators to stimulate thinking about how to assess student wellbeing and the desired outcomes that may be realised by doing so. It is my hope that considered attention to student wellbeing – in education research, practice, assessment, and policy– may serve as a reminder that learning to be well is learning to live.

Chapter 8 provides the point at which this thesis has answered the General and Specific Research Questions and hypotheses introduced in chapter 1, and addressed throughout this thesis, while recognising that this thesis's answers are not conclusive or closed. The answers to the General and Specific Research Questions provided by this thesis have resulted in domains and categories comprising the conceptual framework and key findings from the four main sources of data presented in previous chapters.

CHAPTER EIGHT

CONCLUSION

The purpose of this final chapter is to conclude the study by briefly revisiting the scientific literature establishing the context for this investigation, the methodological approach, the conceptual framework and the outcomes of the data chapters. Also considered in this chapter are implications for policy and practice, and suggestions for future research.

Through this thesis, I explored the General Research Question: What are the different perspectives on student wellbeing in a New Zealand secondary school context? by investigating scholarly, curricular, psychological, and pedagogical perspectives on students' wellbeing in and beyond secondary school. Extant multi-disciplinary wellbeing scholarship, the formal mandate for Y 1-13 English-medium education in New Zealand, as well as two classes of year 13 English students in one New Zealand secondary school, their English and their Health and Physical Education teacher provided sources of data to address the three Specific Research Questions guiding this study. Below, I briefly summarise the general findings from this research endeavour.

GENERAL FINDINGS

- The synthesis of the literature that was presented in chapter 2 was useful for trying to understand student wellbeing in that it provided a research framework for investigation of the data.
- Secondary school curricula incorporate language related to the wellbeing of students and discourse around wellbeing is different from the discourses of wellbeing of younger and older students.
- The curriculum discourse and student discourses about wellbeing differed
- The dimensions of thinking and feeling were considered more peripheral aspects of what constitutes student wellbeing in the school context than the dimensions having, being, relating, functioning, and striving.
- The Student Wellbeing Model attempts to capture the complexities of the different dimensions of student wellbeing as well as the interactions of these dimensions. It provides a possible heuristic for guiding curriculum and instruction conversations around issues of student wellbeing, as well as a possible framework for guiding researchers in the development of student wellbeing indicators.

CONCEPTUAL FRAMEWORK OF WELLBEING

Chapter 2 presented findings from a review of the philosophy, economics, sociology, psychology, and the health sciences literatures, which yielded a wide range of points of view were represented in the literature. However, despite the diversity of perspectives, there were commonalities among them. The

seven themes that emerged represent the main wellbeing research foci in the multi-disciplinary literature, and informed the development of a conceptual framework of wellbeing in which wellbeing was conceptualised as a multi-dimensional phenomenon involving seven domains organised within three overarching categories: Assets (*having, being, relating*), Appraisals (*feeling, thinking*), and Actions (*functioning, striving*).

In chapter 2, I argued that the empirical and theoretical wellbeing scholarship be organised into seven main areas of research. These include wellbeing in relation to:

- What one has (*having*)
- Who one is, has been and will be (*being*)
- To whom, to what, and to where one is connected (*relating*)
- How one thinks (*thinking*)
- How one feels (*feeling*)
- How one spends one's time (*functioning*)
- What one is striving for, and for whom (*striving*)

Based on these emergent themes and trends observed, I proposed that these domains be organised into three main categories:

- Assets (*having, being, relating*)
- Appraisals (*thinking, feeling*)
- Actions (*functioning, striving*)

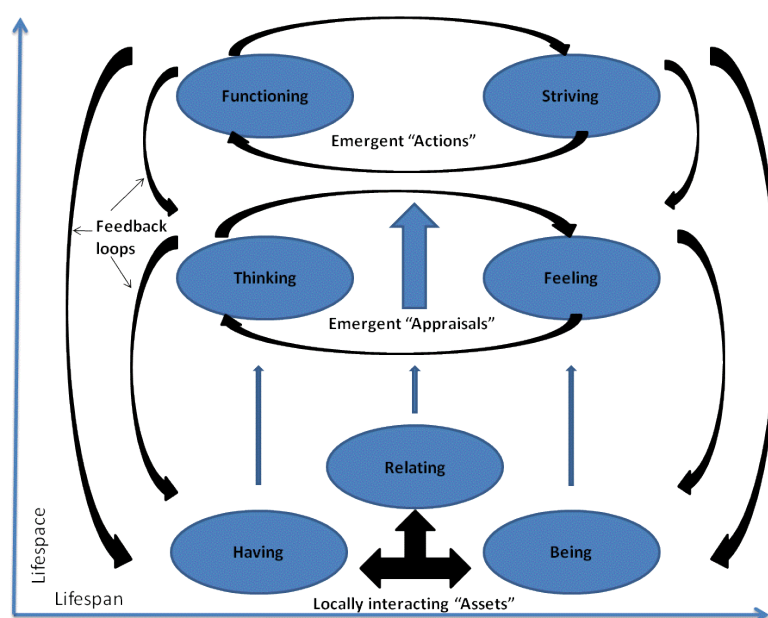
While the wellbeing community continues to address issues related to multiple spheres of people's lives, there appeared to be a lack of school-based wellbeing research that focuses on senior secondary-aged youth. Despite the relevance of much of the research to school settings, the vocabulary used by scholars outside of the field of education differed from educational discourses commonly used in policy and practice today. With a framework established, chapter 2 laid the foundation for future analysis of data collected from schooling contexts. In this thesis, chapters 4, 5, and 6 present the data necessary for this analysis from the curricular, student, and school context perspectives respectively.

Chapter 7 brought these analyses together in the form of the Student Wellbeing Model (SWBM), which represents a refined version of the conceptual framework presented in chapter 2. The purpose of this chapter was to present examples from the data to illustrate how the SWBM could be used to communicate meanings of wellbeing from a particular population of students. In so doing, this chapter illustrated an exercise that researchers and educators may undertake to guide the development of student wellbeing indicators. Data from chapters 4, 5, and 6 yielded examples that could be used to inform the development

of possible student wellbeing indicators associated with each of the seven domains. While discussed in the context of the senior secondary environment, the seven domains and three categories of the SWBM provide a broad framework from which educators, as well as practitioners in other sectors, can develop wellbeing descriptors and indicators that best reflect local settings and mores.

The Student Wellbeing Model: A conceptual framework for the development of student wellbeing indicators

Figure 8.1: The Student Wellbeing Model, adapted from Parrot (2002) and Roeser and Galloway (2002)



Findings from chapters 4-6 suggested that the literature-based conceptual framework provided a viable analytic tool for data collected in the school context. These studies served to refine the framework into the SWBM, presented in chapter 7 (see Figure 8.1), and intended as a tool for educators to develop indicators for the planning for and monitoring of wellbeing.

This model attempts to reflect what the data suggested is the complex nature of wellbeing, and presents wellbeing as a multi-dimensional phenomenon involving seven domains organised into three interacting categories: Assets (*having, being, relating*), Appraisals (*thinking, feeling*), and Actions (*functioning, striving*). For example, students' wellbeing may be conceptualised as a process of them *appraising* their *assets* for their value and for their potential to give rise to *actions*. All elements interact through a series of feedback loops. The entire system (wellbeing) is embedded in multiple, nested spheres of youths' lives such as the school (pictured), family, or community, and is continually evolving through time.

A quotation by a Year 13 student that had been presented in chapter 6 is reproduced here to illustrate the interrelatedness of categories:

I care about the credits. But I also care about how fun learning is. Like we said before, the more fun it is, the more I get out of it [sic]. I find that if you just go to school just to get credits or just to sit there and listen, it's boring. Then, you're not going to be, you're just going to be, 'oh yeah, I passed'. You're not going to be over the moon about it. As much as if you have fun and then, like, do all that kind of stuff then you get to your exam and you're like pass, you feel like so over the moon and then you start to think on how fun it was to get it. Where if you just get it, you don't really just remember.

Here, this student discussed how a specific focus on the acquisition of credits, which could be viewed by some as concisely measurable assets for student wellbeing, provided an insufficient picture of wellbeing without accompanying positive appraisals. Not only did this student feel that going to school to “get credits” is “boring,” but it was also seen as secondary to the experience of having “fun” while learning. That is, *functioning* and *striving (actions)* to gain a particular *asset* (having credits), without feeling positively about it was an incomplete picture of wellbeing. To me, the last sentence speaks volumes and indicates that not only is the process of learning important, but also the longer term outcomes; these *actions* have the potential to develop future *assets*. For this student, the experience of feeling a positive emotion (feeling learning is fun), also supported the long term retention of what one has learned (thinking), something that could be taken with the student in the years to come. Here the asset is no longer the credit, but the much more elusive and hard to measure “learning.”

The indicators illustrated in chapter 7 were informed by analysis of the wellbeing literature and New Zealand education policy, as well as senior secondary students' and teachers' perspectives. A wellbeing model applicable to other populations or sectors could evolve from this model, with appropriate feedback from those to whom the model is to be applied. For example, university students could inform the development of indicators appropriate to tertiary settings, or school administrators could provide a management perspective.

SPECIFIC FINDINGS

The following section explores specific findings organised via the Specific Research Questions first introduced in chapter 1. The main findings from the respective chapters that address these questions (chapters 3, 4 5 and 6) are then briefly summarised. The general discussion presents three main conclusions drawn from the research. From these conclusions, an additional question is raised: How do educational experiences impact on students' and teachers' understandings and experiences of wellbeing? Three themes are discussed in relation to this question, and implications for policy and practice are discussed. The chapter concludes with possible ways forward.

Specific Research Questions

1. How is wellbeing defined at the national curriculum level in New Zealand and does this definition resonate with earlier and later conceptualisations of student wellbeing in New Zealand schools?
2. How do students and their teachers in a single secondary school define and experience wellbeing?
3. How are students' and teachers' views of wellbeing linked to specific situations like school?

Question 1: How is wellbeing defined at the national curriculum level in New Zealand and does this definition resonate with earlier and later conceptualisations of student wellbeing in New Zealand schools?

Hypothesis:

The uses and definitions of wellbeing in the primary educational mandate for the student participants will align with and build upon the uses and definitions of the educational mandates for Early Childhood Education and Tertiary studies.

Findings

The literature-based conceptual framework served as a conceptual lens through which to view the usage and contexts of wellbeing in *The New Zealand Curriculum for English-medium teaching and learning in years 1-13* (Ministry of Education, 2007), reported in chapter 4. Explicit and implicit references to wellbeing were examined using the NZC sections as well as the seven domains as codes. This analysis indicated an apparent imbalance across proposed domains and categories. Proportionally, words and phrases in the curriculum that aligned with wellbeing *Assets* appeared to be more common than language that could be associated with wellbeing *Appraisals* or *Actions*. In addition, more terms from the NZC appeared to align with terms from the literature associated with the *Relating* domain, and fewer related closely with the *striving*, *having*, and *feeling* domains.

Although specific domains and categories appeared to be more central to New Zealand education policy than others, there was evidence that the language used to discuss wellbeing in the NZC resonated with the wellbeing literature in ways that generally align with the notion of wellbeing as a phenomenon more complexly conceptualised than as a collection of important elements. For example, *coherence* and *connection* were terms used to discuss the intended relationships among different aspects of the curriculum, both within and across subjects. The initial framework was viewed as a set of building blocks, though the NZC analysis suggests that a system of interconnected and mutually enhancing parts may be a more useful interpretation. Finally, the structure and language of the NZC indicates that wellbeing is a topic that resonates with the value system/approach of New Zealand education.

In between school sectors, however, there were some significant differences in how wellbeing was interpreted and applied. In the Early Childhood Education (ECE) mandate, *Te Whāriki*, wellbeing is presented as an integral element of pre-primary education, one that is intricately ‘woven’ together to form the learning aims and direction. In the primary and secondary years, for which the NZC is the guiding curriculum, wellbeing is primarily situated within the Health and Physical Education learning area, a subject students are no longer required to take after year 10. The interpretation of wellbeing used in the HPE learning area draws heavily from a Māori interpretation of wellbeing as a multi-dimensional, holistic construct that permeates all aspects of living and learning. Yet, the richness of language, imagery, and tradition that is embraced the Māori medium version of the New Zealand Curriculum is absent in the NZC. In the broader English-medium curriculum, wellbeing is presented as a desired *outcome*, rather than integral part of the educational experience. In Tertiary education, wellbeing appears to be further removed from the daily educational experiences of university and technical college students. Like the NZC, Tertiary education documents reflect a notion of wellbeing as a product of the educational experience, rather than as part of the process. Thus, this chapter’s findings did not support the hypothesis that areas of alignment between schooling sectors would be evident in the language of the formal education mandates.

To account for these findings, one may considered the way that the curriculum is structured to both accommodate individual schools’ needs as well as the prominence of the NCEA programme in the educational experiences of students. Wellbeing is explicitly mentioned as a curriculum focus only in the Health and Physical Education (HPE) curriculum, a Learning Area not specifically required of students in Years 11-13. Conceivably, this attention to wellbeing within this area influences a perception of it as largely related to physical and mental health. In addition, many students may opt out of this Learning Area in later years, resulting in the absence of this topic in their learning programme at a critical stage in their lives when they are beginning to engaging in decision making and behaviours that require attention to their health and to their wellbeing. Unless teachers in other subjects purposefully integrate wellbeing as a topical focus, then it is possible that wellbeing is removed from the daily vocabulary and experience of the senior secondary student.

Question 2: How do students and their teachers in a single secondary school define and experience wellbeing?

Hypothesis:

Students’ and teachers’ views of wellbeing will resemble and/or reflect those found in the academic literature. That is, students will understand wellbeing primarily uni-dimensionally, such as in relation to notions of health, wealth and happiness.

Findings

Chapter 5 addressed this question by drawing upon data collected during a three-day participant observation study of 17 Year 13 students. For this study, students engaged in assessment-related teaching and learning activities that had wellbeing as the content focus, and thus provided insightful data into students' understandings of the phenomenon.

The data reported in chapter 5 revealed that most students viewed wellbeing as a multi-dimensional phenomenon and that their conceptualisations extended beyond those typical in popular media (e.g. health, wealth, and happiness). Students' conceptualisations of wellbeing fell within ten general categories: (1) Money; (2) Having things; (3) Freedom, choice, and independence; (4) Health and safety; (5) Nature (6) Spirituality and/or religion (7) Friends, family, and pets; (8) Valuing, appreciating your lot in life; (9) Fun, happiness; and (10) Music, sport, holidays. This broad collection indicates a richer conceptualisation of wellbeing than those offered in popular media, but also in specific research endeavours in the academic literature. Their nuanced views suggest students are conversant in wellbeing as an important facet of their lives and consider its multiple dimensions as providing a broader set of resources from which to tap into a life well lived.

Using the language found in the literature review as a point of comparison, these ten themes spread across six of the seven domains of the framework. Of the seven, the *striving* domain appeared to be least represented in students' discussions about or visual representations of wellbeing. However, an argument could be made that category 6, spirituality and/or religion, was associated with *striving*. Notably, the multiple domains represented by the student data did not appear to be viewed by students as independently important. Rather, data suggest that students considered domains in relation to others, and that no one domain was identified as sufficient to represent wellbeing. The interrelatedness of the domains suggests that student wellbeing may be conceptualised as something more complex than a set of building blocks by the students. Questions remained following the analysis of this data, however, regarding how this complexity played out when wellbeing was discussed and experienced specifically in relation to educational experiences.

In an era when time and efficiency are of the essence, it's important to consider the value in utilising students as resources for curriculum development and for the support of their positive development across multiple dimensions. The embedded research project indicated students were rarely asked to contribute in this way in their education, raising the question of how doing so might increase their engagement with the material and with the school programme as a whole. For researchers, it is important to consider the language used by students as key for defining terms that resonate with students and their experiences today. These terms need not be word based, the visuals provided by the students offer a rich source of data based on symbols that may communicate more than words can express.

Question 3: How are students' and their teachers' views of wellbeing linked to specific situations like school?

Hypothesis

The educational context will influence how wellbeing is interpreted and experienced by students.

Findings

Chapter 6 presented interview and observation data collected from two classes of Year 13 English students and their teacher over the course of the 2009 school year. Findings indicated that the second hypothesis related to this question was confirmed; the school context influenced the ways in which wellbeing was discussed, conceptualised, and experienced by the participants. Whereas students spoke about wellbeing in general using a broad range of terms, visuals, and images, when the educational context was highlighted, the importance of certain domains were noted over others. Specifically, the *thinking* and *feeling* domains associated with the *Appraisals* category, considered a part of wellbeing according to findings reported in chapter 5, were viewed as peripheral to senior secondary educational experiences. In contrast, *relating* and *functioning* well, particularly in ways that supported students' efforts towards credit acquisition, were considered fundamental to their understanding of what it meant to be well in school.

These data suggest that the NCEA programme, with its emphasis on leading students through a series of specific qualifications to a larger academic distinction (Level 3), may influence how wellbeing is defined and experienced in education. "Credit counting" and accumulating as many credits as possible so as to move on to the next qualification or stage in life, with little emphasis on how qualifications build upon others inter- or even intra-disciplinarily, provides an aura of functionality and directedness that counters notions of wellbeing as a dynamic, fluid, and changing construct. Particularly, thinking well and feeling well require time and quiet reflection, not always possible in a school context dominated by completion of specific tasks. Making the personal experience more central to education may support feeling well and thinking well in education. At the same time, it may create a means of connecting students to their work, encouraging them to draw the qualification task into their own experience and draw upon their strengths, knowledge, skills, and interests in ways that embody the vision of the NZ student as a "confident, connected, actively involved, lifelong learner" (Ministry of Education, 2007, p. 8).

GENERAL CONCLUSIONS

In this research, I aimed to investigate how senior secondary students and their teachers making meaning of and experience wellbeing in relation to their educational experiences at the senior secondary level. Two general conclusions can be drawn from the three primary sources of data: (1) the multi-disciplinary wellbeing literature, (2) New Zealand's formal educational statements, and (3) observations of and

interviews with senior secondary students and their teachers. Each of these findings supports my contention in chapter 7 that wellbeing may be conceptualised as a complex system that deserves recognition for its role in students' lives as learners. The two conclusions are listed below and discussed further in the following section.

1. Wellbeing is a complex, multi-dimensional phenomenon that reflects systems like properties.
2. Linking conceptualisations of wellbeing to educational experiences results in a different view of student wellbeing in the school context than the view of wellbeing established in the scholarly, curricular, and personal data.

This study has revealed the many layers and permutations of wellbeing; how it was conceptualised depended largely on the vantage point from which it was viewed. Data collected from the literature, the curriculum and the students revealed that wellbeing was broadly conceptualised as a multi-faceted phenomenon involving a combination of *assets*, *actions*, and *appraisals*. Multiple domains of wellbeing were observed in the data that were found to resonate with how wellbeing was conceptualised. However, as the school context played a more central role in discussions about wellbeing and its relationships to educational experiences, students and teachers viewed and experienced wellbeing less as a holistic entity of interrelated categories and domains than as particular domains experienced piecemeal in school. In particular, the development of *assets* that could serve as resources or tools for future *actions* were highlighted, whereas students' *appraisals* of the situation or of themselves, were less emphasised.

How then, do educational experiences impact on students' and teachers' understandings and experiences of wellbeing? In short, the school context appears to limit the expression of wellbeing as a complex, adaptive, learning system (B. Davis & Simmt, 2003; B. Davis, et al., 2008; B. Davis & Sumara, 2006; Lewin, 1999) with respect to three key areas discussed in the complexity thinking literature: decentralised control, holism and non-linearity (ibid.). Three themes are employed to frame discussion around the implications of these findings. These relate to the ways in which wellbeing was experienced by participants:

1. As a top-down judgment, rather than bottom-up phenomenon
2. In terms of its component parts rather than holistically
3. As a product of, rather than emergent experience inherent in, educational experiences

Theme 1: Wellbeing was experienced as a top-down judgment, with school staff and management as the wellbeing appraisers

Complexity theorists Davis and Simmt (2003) identified decentralised control as one important characteristic of a complex, adaptive learning system, yet acknowledge that most western societies assume the presence of a "coordinating agent" in an operating system, and this is particularly true in

relation to schooling. Davis and Simmt (2003) point to complexity research that has demonstrated that prompting or interpreting intelligent behaviour is most likely to occur in emergent, rather than deliberately designed situations (e.g. S. Johnson, 2001; Maturana & Varela, 1987).

Findings indicated that a managed approach characterised educational experiences, appearing to impact on the extent to which wellbeing is allowed to be experienced organically in the school context. Specifically, observations revealed several instances in which teachers or school administrators imposed limits upon, or defined extremely narrow boundaries around the options available to students. This was particularly evident in relation to NCEA qualifications, for which specific choices were “strongly, strongly” recommended. In addition, teachers’ judgments about students appeared to preclude students’ self-evaluations, and involved few opportunities for discussion. As a result, those lower on the hierarchy (students, and particularly junior students), appeared to be passive recipients of the judgment calls that influence important aspects of wellbeing. The data revealed little evidence of contention or challenge to such judgments, however. Some students argued that as Year 13 students, they had “chosen” to be at school, thereby were under a type of contract – explicit or implicit - to engage in expected activities and “not waste theirs [sic] or their teachers’ time,” an apparently highly valued commodity in the school context.

Based on findings from the school-based research, wellbeing appeared to be viewed, at least in part, as a top-down judgment in the school context; there was little evidence that students acted as the appraisers of their own experiences of wellbeing. This raises questions about how relinquishing these aspects of autonomy impact on opportunities for wellbeing to “emerge” and develop naturally within the schooling context.

Theme 2: Wellbeing was experienced in terms of its component parts, with aspects of wellbeing peripheral to educational experiences

Lewin (1999) writes that a complex adaptive system includes a “diversity of agents [that] . . . interact with each other, mutually affect each other, and in so doing generate novel, emergent behaviour for the system as a whole” (p. 198). This suggests that all aspects work interdependently, allowing the system to continue to learn and adapt to a changing environment. In the school context, wellbeing did not appear to be viewed as a coordinated system involving seven interdependent domains; some domains were viewed as more prominently addressed, while others were considered more peripheral.

Students provided various reasons for why some aspects of wellbeing received more attention than others. Some argued that because one can’t be completely sure of “what’s going on in people’s heads, and what they’re going through,” how one thought and felt tended to be less emphasised in their educational experiences, determined to be far more public than private. In addition, some comments indicated that an overemphasis on the reflective process could be counterproductive to educational goals. Observation

data supported these comments, and revealed little evidence that students engaged in contemplative or critical thought about the process of students' educational experiences. The students and their teacher Jan believed these domains should be better addressed by teachers and school management, yet they felt that the school ethos established a public-private divide that kept issues related to one's *appraisals* of wellbeing at the periphery.

In addition, the apparent focus on "finishing," and not "wasting your time," and only one student's mention of feeling "over the moon" about learning, suggested that most students seem to be *functioning* and *striving* in narrowly defined and utilitarian ways. That is, credit acquisition constituted the most significant focus of *what* participants spent their time doing, efficiency best characterised *how* that time was spent, and utility for future gains provided the rationale for *why*.

Despite the observed emphasis on certain domains of the system, complexity scholars argue such conditions do not necessarily compromise a system's potential for learning and adapting as a holistic entity. As Davis and Simmt (2003) argue, learning systems are characterised by what they refer to as "organized randomness" that allows for a balance between "redundancy" and "randomness" (pp. 154-155). While schools are adept at providing the former, considered attention may be needed to ensure opportunities for all domains to "mutually interact" with each other freely. This may involve being cognisant of the subtle barriers to help seeking or expression of emotional needs. In certain school communities, cultural norms may dictate different degrees to which the private-public divide prevails. However, considered attention to the domains which appear to be relegated to the periphery may enhance the potential for wellbeing to emerge organically within educational contexts.

Theme 3: Wellbeing was experienced as a product of, rather than as an emergent experience inherent in educational experiences

Complex learning systems are described as non-linear systems, constantly adapting to their surroundings in a system of feedback loops (B. Davis & Sumara, 2006). Study participants appeared to consider wellbeing differently. According to students, wellbeing is an endpoint, or *a product of*, utilising assets in the context of school, as opposed to as an emergent phenomenon that unfolds within the nested entities of classroom, school, and out-of-school experiences. By placing educational experiences as the means to future wellbeing, they are viewed as instrumental, but not necessarily intrinsic to, wellbeing.

Conceptualising wellbeing as something that materialises *beyond* school has several implications for how educational experiences are designed, delivered, and received. Without attention to wellbeing as something that can exist in the multiple spheres of students' lives, throughout the developmental trajectory, educators may be neglecting a potentially rich and motivating source of engagement. Findings presented in chapters 5 and 6 indicated that few students experienced Csikszentmihalyi's (1990) "flow" within school hours. Yet, the possibility exists. Particularly if they have the opportunity to engage in

educational experiences that are focused on questions pertaining to how to enhance and sustain the “good life” in the here and now, for one and for all, rather than as a personal goal to achieve sometime in the future.

IMPLICATIONS OF THEMES

Recent years have witnessed a trend towards a more nuanced view of wellbeing than one that views the phenomenon as a product of having good health, sufficient wealth, or feeling happy. Findings from this thesis reflect that trend. However, while the data reveal a multi-dimensional and complex view of wellbeing in the literature, curriculum and by the students in a general sense, in an educational context, wellbeing takes on a more narrowly defined and instrumental role, a positioning not very different from the messages advertisers impart upon consumers, “Take this product (education), you will have great results (learning), and therefore experience a well lived life (wellbeing).” These findings, along with growing attention in the media and political speeches to wellbeing’s importance today as a key marker of effective social policy, creates a need for conceptual clarity; at present there is a need to better align the ‘public face’ of wellbeing with how it is understood in academic circles and with how it is experienced on a personal and social level. To illustrate, six particular points of contention were noted in the process of analysing data collected from the literature review, curriculum analysis, and observations of and interviews with students and their teachers. They reflect what I view as points of disconnect between what is ‘known’ or accepted about wellbeing and how it is addressed or experienced in practice:

1. Wellbeing is a construct that is increasingly being used in political speeches and in many government, local community, and education policies. Typically, it is presented as a ‘universal’ ‘good’ in/of life. Yet, wellbeing is rarely explicitly defined, and there remains little consensus on how or if it should be measured. When it is, little cross-disciplinary and cross-sector discourse takes place due to the specificity of the language used by various stakeholders.
2. Within academic circles, there exists a growing body of literature that identifies many indicators of, correlates with, and outcomes of wellbeing (e.g. health- and work-related quality of life, personal relationships, social interactions, engaged civic participation). Yet, scholarship tends to communicate findings intra-disciplinarily, thus a common framework with which to discuss and study wellbeing has yet to be identified that can transcend disciplinary boundaries.
3. Students spend a large portion of their youth in schools, whether or not by choice. Yet, their educational experiences tend to be narrowly focused on cognitive development and social development, with little attention to their emotional needs, physical health or the establishment of links and connections with people, ideas, values beyond the curriculum.

4. Schools are charged with achieving societal aims (e.g. capable, informed citizens and effective, productive, creative workforce). Student wellbeing is an assumed goal, if not explicitly stated. Yet, the enhancement or promotion of wellbeing in the school context is addressed in limited ways and across limited domains and dimensions. Very little of the educational experience is dedicated to the enhancement of assets or to the provision of opportunities and experiences that research has shown to serve as protective or facilitative factors that may equip youth to face challenges.
5. A rapidly diversifying population, continual changes to the work force, and shifting family dynamics have led to increased expectations for schools to fulfil many of the roles and obligations previously assumed to be the purview of family, spiritual/religious, community, or sports and leisure domains. Yet, teachers, students, community members do not equally embrace the notion of the school as a setting for the enhancement of wellbeing across domains such as spirituality, emotional development, or physical health.
6. The ways in which today's youth situate themselves, and are situated within their 'ecological niche,' are different from previous generations and across cultural and ethnic communities (e.g. ICT, access to travel, permeability of family boundaries, etc.). Yet, youth are rarely asked to apply their demonstrated competencies in navigating these novel contexts and situations, nor voice their satisfaction with the lives they are leading. Their ability to transcend and even reject borders established by adults suggests much can be gained by forging partnerships between youth and adults, between various sectors and disciplines, across proximal and more distal contexts

LIMITATIONS

The central thrust of this thesis was to explore a phenomenon previously under-examined in the wellbeing and educational literature – the meaning and experience of student wellbeing in senior secondary school. By focusing on a small sample of students, in a particular location, I was able to gather a level of detail that served to refine the literature- and research-informed conceptual framework into a model from which to support further research and educational practice. Nevertheless, the methodology and methods chosen to investigate the research questions bound the thesis across multiple contexts.

First, I only attended to the relationships between educational experiences and wellbeing in a New Zealand senior secondary context. I did not explore other contexts outside the school (such as home, neighbourhood, community) or other contexts within the school (sports, clubs, tutorial groups, junior secondary students' experiences) that might relate to student wellbeing. There is a large body of wellbeing scholarship that explores how teachers, communities, extracurricular involvements might impact on or be impacted by wellbeing, but my focus is solely on the relationships between wellbeing and senior secondary educational experiences.

Second, I did not discriminate between the classes observed, or the particular demographics of students in the study. Instead, I employed a broader conception of the senior secondary student in the analysis, which allows me to focus on the youth population without specifying particular levels of engagement, focus, culture, gender, or educational objective. While I believe that these variables have an important influence upon how wellbeing is experienced in education, these differences are significant enough to warrant close, considered attention, which I aim to do in future research endeavours.

Third, this study is delimited by both time and culture. The literature indicates that definition and use of the term wellbeing varies across temporal, socio-cultural, and spatial contexts. For example, being well in the 21st century necessarily differs from how it was conceptualised 200 years ago. Similarly, the New Zealand students attending the mid-decile school under study may hold different views of wellbeing than attending a decile 1 or decile 10 school or a school in another country or part of the country, for example. While exploring these differences in future empirical work warrants attention, this thesis attempts to focus on the conceptual aspects of the relationship as a basis for further study.

FUTURE RESEARCH DIRECTIONS

The school-based research for this thesis has focused on a fairly specific population - a clearly defined socio-economic group of senior secondary students attending a co-educational state-funded school in New Zealand. My review of the multi-disciplinary wellbeing literature revealed, however, that scholars continue to debate the extent to which demographic variables such as age, gender, or socio-economic status impact upon wellbeing variously defined. Thus, a number of questions related to students' ascribed and achieved identities were raised in this research would benefit from further exploration, particularly at this time.

First, given the apparent differences in understandings of wellbeing evident in the NZC and its accompanying Māori document, *Te Marautanga o Aotearoa* (Ministry of Education, 2008b), how do students' cultural and world views align with the school's approach to recognising or supporting wellbeing? Time and sample size prevented more thorough examination, but some findings indicated that students identifying as Māori and Pasifika viewed wellbeing more holistically and in a more integrated manner than their peers. To explore this further, Kaupapa Māori research that takes into consideration not only Māori history, but also takes into account protocols and customs must take place in order to remain accountable to and respectful of Māori and the wisdom this rich cultural tradition holds.

Second, the participating students were at a particular point on the developmental trajectory. It would be informative to follow a cohort of students beyond their senior secondary year as well as initiate a study that follows younger students through and beyond their secondary years. It is quite possible that the factors influencing wellbeing could change over time and across contexts. This could provide a possible source of collaboration among primary, secondary, and tertiary institutions, to explore whether the

proposed alignment of key competencies across school sectors (chapter 4) also holds for domains and specific domain indicators. When given the opportunity, most senior secondary aged students will happily demonstrate their capacity for insightful thinking, willingness to offer new approaches to old situations, and tenacious attention to improve their own wellbeing as well as the wellbeing of others. Thus, they play a vital role in spearheading cross-sectoral, student-led research efforts.

Third, it would be interesting to explore if and how the utilitarian views of wellbeing held by many of the students were influenced by their current socio-economic status or the employment pathways they conceived for themselves. According to the teacher, the majority of the participating students planned to enter into the workforce soon after high school, and of those planning to enter university, few intended to pursue careers that required advanced degrees. Would this view of wellbeing hold across populations of students from different schools ranked at a different decile level?

Fourth, this thesis focuses almost exclusively on the perspective of the student. As the model proposed here suggests, however, student wellbeing is embedded within a complex web of conditions and circumstances, not the least of which being the wellbeing of differently-aged peers, teachers, support staff, family/whānau, and local and global communities. Further study that examined generational differences, for example, would not only provide additional indicators of import to educational practice, but may stimulate conversation and debate in ways that could draw the broader communities together to consider how wellbeing could become a more integral part of educational experiences. Moreover, the wellbeing of teachers is an important area to address, though relatively understudied compared with students. Questions to consider include the applicability of the model to teaching staff, as well as its usefulness as a means of monitoring teacher performance in relation to broader standards than his students meeting testing benchmarks.

As I began to writing up my findings for this thesis, in 2010 and 2011, students in Canterbury, New Zealand experienced numerous significant earthquakes and countless aftershocks that resulted in tragic loss of life and irreparable damage to infrastructure, historic buildings, and more than 10,000 homes were estimated to be demolished. If students' wellbeing were to be measured, what would factor into the equation? While time away from school was minimal for most (approximately three weeks), many students' ability to function to strive towards their goals were severely compromised. For example, apprehension about future shakes made concentrating on school tasks difficult, if not impossible for teachers and students alike. Thousands of students relocated to new schools, disrupting established peer-peer and student-teacher relationships. Countless students were forced out of their homes, without access to their belongings, changing their routines, thus raising questions about how and when they would re-establish a sense of place. Moreover, were students more or less likely to discuss, or to be asked about how they were Thinking and Feeling? Were there connections made between their Appraisals and

Actions that were not evident during the 2009 study? Students were granted multiple accommodations for their examinations during this time. How, if at all, have these changes impacted on the domains of Functioning and Striving? With the pressure off, did that change how they viewed their purpose in school? The circumstances in New Zealand are unique, but they provide an important view into the multiple dimensions of wellbeing in school, and the importance of considering how the many spheres of young people's lives intersect in complex ways.

To more fully develop an understanding of the relationships between wellbeing and educational experiences, I recommend that educationalists and the multi-disciplinary wellbeing community work collaboratively to study these questions using a mixture of qualitative and quantitative methods. Research findings may then be applied to the design and implementation of educational experiences, not only in the form of programming and support services, but also as curricular content that conceivably spans multiple subject areas and age levels.

Moving forward with the SWBM

Further research is critical to continue to refine the SWBM and prepare it for use across a broader spectrum of educational contexts. Thus, I see my research for this thesis as a starting point for addressing many questions that have been raised in the process. Specifically, I aim to work towards the development of an instrument that could be used to monitor student wellbeing at multiple levels across the schooling sector, from Early Childhood Education through and beyond tertiary (university) studies.

On a more immediate time scale, I add to the previous recommendations some suggestions for how the SWBM might be applied to educational practice in its current form. These involve the potential use of the SWBM for:

- Framing curriculum design and implementation
- Empowering students to be agents of their own wellbeing
- Situating wellbeing at the heart of teaching and learning

Possibilities are not limited to those listed in Table 8.1, but in general, this table suggests that multiple stakeholders are involved, each of whom has an important role in the process of giving effect to the model as proposed in this thesis. Below, these three examples are explored through the perspective of the wellbeing research community, the New Zealand Ministry of Education, school management, teachers, and students.

Table 8.1: Possible influences of the SWBM upon various sectors related to student wellbeing

	Framing curriculum design and implementation	Empowering students to be agents of their own wellbeing	Situating wellbeing at the heart of teaching and learning
WB research community	Involve educators in action research endeavours that advance research while contributing to curriculum development	Engage students in the research process, not only as informants, but also as researchers	Frame research findings with direct application to curriculum development and implementation
New Zealand Ministry of Education	Reconcile definitions of and references to wellbeing that occur across sector levels as well as between the English and Maori documents	Invite students to communicate with employers and community members about how the structure and function of the NZC enhance the “wellbeing of society”	Clarify the school’s responsibility for giving effect to the <i>Vision, Values, Principles</i> , and <i>Key Competencies</i> in ways that align with the NCEA assessment programme
School Management	Create opportunities for students to share personal concerns in a safe, private manner	Invite students to advise school management and Boards of Trustees in the development of wellbeing-enhancing policy and practice	Work to develop a school ethos that frames wellbeing as intrinsic to, as opposed to a product of educational experiences
Teachers	Develop educational experiences that invite students to reflect upon the meaning of wellbeing, and to consider their role in and capacity for “contributing to the wellbeing of society”	Establish a classroom culture that reflects considered attention to a systemic balance across domains, and enlist students in efforts to ensure that imbalances are addressed	Evaluate syllabi, modes of communication, and personal praxis for areas in which wellbeing can be emphasised not only as an important educational objective, but as instrumental to effective teaching and learning
Students	Choose educational pathways that address multiple domains of wellbeing and that are applicable to different dimensions of life – temporal, physical, socio-cultural, etc.	Draw attention to situations when an imbalance across wellbeing domains is experienced, and offer possible solutions to establish balance amongst elements of the wellbeing system	Expect and accept that wellbeing is a vital element, and not simply a desirable outcome, of educational experiences

It is anticipated that through their collaborative actions in working through these options, the wellbeing research community, the New Zealand Ministry of Education, school management, teachers, and students, along with other important stakeholders such as employers, family/whānau, and community members, will develop further assets which may be then appraised as valuable and integral to nurturing student wellbeing. By engaging in thoughtful discussion about how the SWBM may serve to frame curriculum design and implementation, to empower students to be agents of their own wellbeing, to situate wellbeing at the heart of teaching and learning, participants may find student wellbeing emerging as much in the process of reflection about it as in the planning for it.

Before I became fully immersed in this educational experience, I was working under the assumption that my role as a doctoral candidate was to make known the unknown, and to provide simple solutions to complex problems. Perhaps my two greatest lessons have refuted both. I have found that my qualitative approaches and research findings do not align closely with such positivist thinking. A clear

understanding of wellbeing has eluded scholars for millennia and may continue to do so; there is no “known” when it comes to this topic. However, I have come to appreciate that a definitive endpoint may be less desirable than engaging in the process of contemplating the possibilities and working through them with enthusiastic researchers, students, and practitioners keen to envision wellbeing-enhancing educational experiences as par for the course.

I have also discovered that the last assumption should be reversed. The problem is fairly simple as I see it – wellbeing has not yet been an integral part of educational experiences and it should be. The possible solutions, however, and there may in fact be many, are far more complex. They involve multiple sectors engaging in continual dialogue, study, and debate about how the seven domains and three categories of the SWBM relate to one another in contexts that are, themselves, complex systems. Again, while the process of doing so may not yield a definitive, measurable conceptualisation of wellbeing, it is perhaps in the process and not the product that wellbeing is most likely to emerge.

CONCLUDING REMARKS

Over the past decade, empirical and theoretical research on wellbeing has significantly advanced understanding of what it means to be well. This work has, in turn, created a solid foundation from which to develop quality measures of student wellbeing. Notably, few schools, districts, or national level indices utilise indicators that capture these broader interpretations of student wellbeing. However, interest in finding ways to do so is growing (for examples, see Barnekow, et al., 2006; F. Huppert, et al., 2009; Konu & Lintonen, 2006; Mayer, Mullens, Moore, & Ralph, 2000; Meyer, 1997; New Zealand National Party, 2012; Pinkus, 2009; Suldo, Riley, & Shaffer, 2006).

The domains and categories that comprise the Student Wellbeing Model (SWBM) represent emergent themes from a multi-disciplinary review of the wellbeing literature (chapter 2). The SWBM was further refined through critical analysis of New Zealand educational mandates (chapter 4), along with a qualitative study of New Zealand students’ and teachers’ perspectives and experiences on wellbeing (chapters 5 and 6). The SWBM is structured in such a way to facilitate the processes of reflection upon, communication about, and enactment of student wellbeing with considered attention to the individual domains involved as well as the relationships among them. Drawing upon data gathered from a case study of a New Zealand secondary school, student wellbeing indicators are illustrated that represent examples of what students, teachers, and the guiding curriculum identified as important representations of student wellbeing, and organises these meanings into the seven domains and three categories of the SWBM. Exploring students’ conceptualisations of student wellbeing through a detailed case study, such as that offered in this paper, illustrates how the SWBM can be used to understand and offer practical suggestions for integrating facilitative conditions for student wellbeing in educational practice.

BIBLIOGRAPHY

- Åkerlind, G. (2005). Variation and commonality in phenomenographic research methods. *Higher Education Research & Development*, 24(4), 321-334.
- Åkerlind, G. S., Bowden, J., & Green, P. (2005). Learning to do phenomenography: A reflective discussion. In J. Bowden & P. Green (Eds.), *Doing developmental phenomenography* (pp. 74-100). Melbourne: RMIT Press.
- Alch, M. L. (2000). The echo-boom generation: A growing force in American society. *The Futurist*, 34(5). Retrieved from <http://www.msubillings.edu/casfaculty/mclaughlin/Pyx%20332/Documents/THE%20ECHO.pdf>
- Allardt, E. (1976). Dimensions of welfare in a comparative Scandinavian study. *Acta Sociologica*, 19, 227-240.
- Allardt, E. (1993). Having, loving, being: An alternative to the Swedish model of welfare research. In M. Nussbaum & A. Sen (Eds.), *The Quality of Life* (pp. 88-94). Oxford: Oxford University Press.
- Almgren, G., Magarati, M., & Mogford, L. (2009). Examining the influences of gender, race, ethnicity, and social capital on the subjective health of adolescents. [Article]. *Journal of Adolescence*, 32(1), 109-133. doi: 10.1016/j.adolescence.2007.11.003
- Andersen, S. M., & Chen, S. (2002). The relational self: An interpersonal social-cognitive theory. *Psychological Review*, 109, 619-645.
- Andrews, F. M., & Withey, S. B. (1976). *Social indicators of well-being : Americans' perceptions of life quality*. New York: Plenum Press.
- Argyle, M. (2001). *The psychology of happiness* (2nd ed.). New York: Taylor & Francis.
- Argyle, M., & Lu, L. (1990). The happiness of extraverts. *Personality and Individual Differences*, 11(10), 1011-1017.
- Aristotle. (2006). *Nicomachean ethics*. Oxford: Oxford University Press.
- Arnett, J. J. (2001). *Adolescence and emerging adulthood : A cultural approach* (1st ed.). Upper Saddle River, N.J.: Prentice Hall.
- Arnett, J. J. (2004). *Emerging adulthood : The winding road from the late teens through the twenties*. New York ; Oxford: Oxford University Press.
- Awartani, M., Whitman, C. V., & Gordon, J. (2008). Developing instruments to capture young people's perceptions of how the school as a learning environment affects their wellbeing. *European Journal of Education*, 43(1), 507-520.
- Awofeso, N. (2005). Re-defining 'health'. *Bulletin of the World Health Organization*, 83(802). Retrieved from http://www.who.int/bulletin/bulletin_board/83/ustun11051/en/
- Baines, L. A., & Slutsky, R. (2009). Developing the sixth sense: Play. *Educational Horizons*, 87(2), 97-101.
- Baltzly, D. (2009). Stoicism. In E. N. Zalta (Ed.), *The Stanford Encyclopedia of Philosophy*. Palo Alto: Stanford University.
- Bar-On, R. (2005). The impact of emotional intelligence on subjective well-being. *Perspectives in Education*, 23(2), 41-62.
- Bar-On, R. (2007). How important is it to educate people to be emotionally intelligent, and can it be done? In J. G. Maree & M. J. Elias (Eds.), *Educating people to be emotionally intelligent*. (pp. 1-14). Westport, CT US: Praeger Publishers/Greenwood Publishing Group.
- Barber, B. K., & Schluterman, J. M. (2008). Connectedness in the lives of children and adolescents: A call for greater conceptual clarity. [Review]. *Journal of Adolescent Health*, 43(3), 209-216. doi: 10.1016/j.jadohealth.2008.01.012
- Barber, B. L., Eccles, J. S., & Stone, M. R. (2001). Whatever happened to the jock, the brain, and the princess? Young adult pathways linked to adolescent activity involvement and social identity. *Journal of Adolescent Research*, 16(5), 429-455.
- Barnekow, V., Buijs, G. J., Clift, S., Jensen, B. B., Paulus, P., Rivett, D., & Young, I. (2006). Health-promoting schools: A resource for developing indicators. In I. P. Commission & E. N. o. H. P. Schools (Eds.), (pp. 1-214). Copenhagen: World Health Organization.

- Bassi, M., & Delle Fave, A. (2004). Adolescence and the changing context of optimal experience in time: Italy 1986-2000. *Journal of Happiness Studies*, 5(2), 155-179.
- Bauer, R. A. (Ed.). (1966). *Social Statistics* (Vol. 2). Cambridge, MA: The M.I.T. Press.
- Baumeister, R. F., & Leary, M. R. (2000). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. In E. T. Higgins & A. W. Kruglanski (Eds.), *Motivational science: Social and personality perspectives* (pp. 24-49). New York: Psychology Press.
- Becker, H. S. (1963). *Outsiders: Studies in the sociology of deviance*. London: Free Press of Glencoe.
- Ben-Arieh, A. (2006). Is the study of the 'state of our children' changing? Revisiting after five years. *Children and Youth Services Review*, 28(7), 799-811.
- Ben-Arieh, A. (2008a). The child indicators movement: Past, present, and future. [Article]. *Child Indicators Research*, 1(1), 3-16. doi: 10.1007/s12187-007-9003-1
- Ben-Arieh, A. (2008b). Indicators and indices of children's well-being: Towards a more policy-oriented perspective. *European Journal of Education*, 43(1), 37-50.
- Ben-Arieh, A., & Frønes, I. (2011). Taxonomy for child well-being indicators: A framework for the analysis of the well-being of children. *Childhood*, 18(4).
- Ben-Arieh, A., & Goerge, R. M. (2006). *Indicators of children's well-being: Understanding their role, usage and policy influence* (Vol. 27). New York: Springer.
- Bennett, W. L., Wells, C., & Rank, A. (2009). Young citizens and civic learning: Two paradigms of citizenship in the digital age. *Citizenship Studies*, 13(2), 105-120.
- Benson, C. (2003). America's children: Key national indicators of well-being, 2003. Washington, D.C.: Federal Interagency Forum on Child Family Statistics.
- Benson, P. L., & Scales, P. C. (2009). The definition and preliminary measurement of thriving in adolescence. *The Journal of Positive Psychology*, 4(1), 85-104.
- Bentham, J. (1996). An introduction to the principles of morals and legislation. In J. H. Burns & H. L. A. Hart (Eds.), *Works* (pp. cxii, 343). Oxford: Clarendon Press.
- Berry, D. (2005). Methodological pitfalls in the study of religiosity and spirituality. *Western Journal of Nursing Research*, 27(5), 628-647.
- Biderman, A. D. (1966). Social indicators and goals. In R. A. Bauer (Ed.), *Social Statistics* (pp. 68-153). Cambridge, MA: The M.I.T. Press.
- Biegel, G. M., Brown, K. W., Shapiro, S. L., & Schubert, C. M. (2009). Mindfulness-based stress reduction for the treatment of adolescent psychiatric outpatients: A randomized clinical trial. *Journal of Consulting & Clinical Psychology*, 77(5), 855-866.
- Bird, K. A., & Sultmann, W. F. (2010). Social and emotional learning: Reporting a system approach to developing relationships, nurturing well-being and invigorating learning. *Educational and Child Psychology*, 27(1), 143-155.
- Bishop, R., Berryman, M., Cavanagh, T., Teddy, L., Clapham, S., Lamont, R., . . . Jaram, D. (2008). *Te Kotahitanga: Towards sustainability and replicability in 2006 and 2007. Report to the New Zealand Ministry of Education*. Ministry of Education. Wellington.
- Blanchflower, D. G., & Oswald, A. J. (2004). Well-being over time in Britain and the USA. *Journal of Public Economics*, 88(7-8), 1359-1386. doi: 10.1016/s0047-2727(02)00168-8
- Blum, R. W., & Libbey, H. P. (2004). Executive summary. *Journal of School Health*, 74(7), 231-233.
- Boehm, J. K., & Lyubomirsky, S. (2009). The promise of sustainable happiness. In S. J. Lopez & C. R. Snyder (Eds.), *Oxford handbook of positive psychology (2nd ed.)*. (pp. 667-677). New York, NY US: Oxford University Press.
- Bogdan, R., & Biklen, S. K. (1992). *Qualitative research for education: An introduction to theory and methods*. Berkeley: University of California Press.
- Bogdan, R., & Biklen, S. K. (2007). *Qualitative research for education: An introduction to theories and methods* (5th ed.). Boston: Pearson.
- Bokhorst-Heng, W. (2007). Multiculturalism's narratives in Singapore and Canada: Exploring a model for comparative multiculturalism and multicultural education. *Journal of Curriculum Studies*, 29, 629-658.

- Bolger, N., Davis, A., & Rafaeli, E. (2003). Diary methods: Capturing life as it is lived. *Annual Review of Psychology*, 54(579-616).
- Bolstad, R. (2004). School-based curriculum development: Principles, processes and practices. In N. Z. C. f. E. Research (Ed.), *A background paper on school-based curriculum development for the New Zealand Curriculum Project*. Wellington: New Zealand Council for Educational Research.
- Bolstad, R., & Gilbert, J. (2008). *Disciplining and drafting, or 21st century learning? Rethinking the New Zealand senior secondary curriculum for the future*. Wellington: New Zealand Council for Educational Research.
- Booth, M. Z., & Sheehan, H. C. (2008). Perceptions of people and place young adolescents' interpretation of their schools in the United States and the United Kingdom. [Article]. *Journal of Adolescent Research*, 23(6), 722-744. doi: 10.1117/0743558408322145
- Bourke, L., & Geldens, P. M. (2007). Subjective wellbeing and its meaning for young people in a rural Australian center. *Social Indicators Research*, 82(1), 165-187.
- Bradshaw, J., Hoelscher, P., & Richardson, D. (2007). An index of child well-being in the European Union. *Social Indicators Research*, 80(1), 133-177. doi: 10.1007/s11205-006-9024-z
- Bransford, J. (2000). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.
- Brewerton, M. (2004a). *Reframing the Essential Skills: Implications of the OECD Defining and Selecting Key Competencies Project*. A background paper for the Ministry of Education. Ministry of Education. Wellington.
- Brewerton, M. (2004b). *Thoughts on the characteristics of a 'successful school leaver'*. Ministry of Education. Wellington.
- Brickman, P., & Campbell, D. T. (1971). Hedonic relativism and planning the good society. In M. H. Apley (Ed.), *Adaptation-level theory: A symposium* (pp. 287-302). New York: Academic Press.
- Brickman, P., Coates, D., & Janoffbulman, R. (1978). Lottery winners and accident victims - Is happiness relative? [Article]. *Journal of Personality and Social Psychology*, 36(8), 917-927.
- Broderick, P. C., & Blewitt, P. (2006). *The life span: Human development for helping professionals* (2 ed.). Upper Saddle River, NJ: Prentice Hall.
- Broh, B. A. (2002). Linking extracurricular programming to academic achievement: Who benefits and why? *Sociology of Education*, 75(1), 69-95.
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Cambridge, Mass.: Harvard University Press.
- Brophy, J. (2008). Developing students' appreciation for what is taught in school. *Educational Psychologist*, 43(3), 132-141.
- Brophy, J. (2009). Connecting with the big picture. *Educational Psychologist*, 44(2), 147-157.
- Brown, B. B. (2005). Moving forward with research on adolescence: Some reflections on the state of "JRA" and the state of the field. *Journal of Research on Adolescence*, 15(4), 657-673.
- Brown, K. W., & Kasser, T. (2005). Are psychological and ecological well-being compatible? The role of values, mindfulness, and lifestyle. *Social Indicators Research*, 74(2), 349-368.
- Brown, R. (2000). Social identity theory: Past achievements, current problems and future challenges. *European Journal of Social Psychology*, 30, 745-778.
- Bruni, L., & Porta, P. L. (2005). *Economics and happiness: Framing the analysis*. Oxford: Oxford University Press.
- Buijs, G. J. (2009). Better schools through health: Networking for health promoting schools in Europe. *European Journal of Education*, 44(4), 507-520.
- Burke, D. (2010). Inquiry into should entrepreneurship education be a compulsory subject in secondary school? (E. a. S. S. Committee, Trans.) *Youth Parliament*. Wellington: Ministry of Youth Development.
- Burke, S. (2009). The vital link between human rights and wellbeing: APS response to the National Human Rights Consultation. *InPsych*. Retrieved from [http://www.psychology.org.au/inpsych/vital link/](http://www.psychology.org.au/inpsych/vital_link/)

- Business New Zealand. (2006). Submission by Business New Zealand on the Draft New Zealand Curriculum. Wellington: Ministry of Education.
- Busseri, M. A., Rose-Krasnor, L., Willoughby, T., & Chalmers, H. (2006). A longitudinal examination of breadth and intensity of youth activity involvement and successful development. *Developmental Psychology*, 42(6), 1313-1326.
- Cajete, G. (1994). *Look to the mountain: An ecology of indigenous education*. Asheville, NC: Kivaki.
- Camerer, C., Loewenstein, G., Prelec, D., & Maital, S. (2007). Neuroeconomics: How neuroscience can inform economics *Recent Developments in Behavioral Economics* (Vol. 204, pp. 49-104). Cheltenham, U.K.: Elgar.
- Cameron, D. (2010). PM speech on wellbeing. Retrieved from <http://www.number10.gov.uk/news/speeches-and-transcripts/2010/11/pm-speech-on-well-being-57569>
- Campbell, A., Converse, P. E., & Rodgers, W. L. (1976). *The quality of American life: Perceptions, evaluations, and satisfactions*. New York: Russell Sage Foundation.
- Camus, A. (1955). *The myth of sisyphus* (J. O'Brien, Trans.). New York: Hamish Hamilton.
- Canoy, M., & Lerais, F. (2007). *Beyond GDP*. Paper presented at the Beyond GDP, Rome.
- Carr, M. (2004a). *Key competencies: Do they include attitudes?*. Position paper for the Ministry of Education Curriculum Project. Ministry of Education. Wellington.
- Carr, M. (2004b). *Reframing the Essential Skills: Some further thoughts*. Discussion Paper for the Ministry of Education Curriculum Project. Ministry of Education. Wellington.
- Carr, M., & Peters, S. (2004). *Key Competencies: Interim thoughts for the Ministry's consultation process*. Discussion paper for the Ministry of Education's Curriculum Project. Ministry of Education. Wellington.
- Catalano, R. F., Berglund, M. L., Ryan, J. A. M., Lonczak, H. S., & Hawkins, J. D. (2004). Positive youth development in the United States: Research findings on evaluations of positive youth development programs. *Annals of the American Academy of Political and Social Science*, 591, 98-124.
- Chaplin, L. N. (2009). Please may I have a bike? Better yet, may I have a hug? An examination of childrens' and adolescents' happiness. *Journal of Happiness Studies*, 10(5), 541-562.
- Chen, K. H., & Yao, G. (2010). Investigating adolescent health-related quality of life: From a self-identity perspective. *Social Indicators Research*, 96(3), 403-415.
- Cheng, H., & Furnham, A. (2002). Personality, peer relations, and self-confidence as predictors of happiness and loneliness. *Journal of Adolescence*, 25(3), 327-339.
- Chirkov, V. I., Ryan, R., Kim, Y., & Kaplan, U. (2003). Differentiating autonomy from individualism and independence: A Self-Determination Theory perspective on internalization of cultural orientations and well-being. *Journal of Personality and Social Psychology*, 84(1), 97-110.
- Chirkov, V. I., & Ryan, R. M. (2001). Parent and teacher autonomy-support in Russian and U. S. Adolescents: Common effects on well-being and academic motivation. *Journal of Cross-Cultural Psychology*, 32(5), 618-635.
- Chrouser Ahrens, C. J. (2006). Multiple roles and well-being: Sociodemographic and psychological moderators. *Sex Roles*, 55(11-12), 801-815.
- Ciarrocchi, J. W., & Deneke, E. (2006). Hope, optimism, pessimism, and spirituality as predictors of well-being controlling for personality. *Research in the Social Scientific Study of Religion*, 16, 161-183.
- Clark, A. E., Frijters, P., & Shields, M. A. (2008). Relative income, happiness, and utility: An explanation for the Easterlin paradox and other puzzles. *Journal of Economic Literature*, 46(1), 95-144.
- Cloninger, C. R. (2004). *Feeling good: The science of well-being*. Oxford: Oxford University Press.
- Cohen, E. (1994). Restructuring the classroom: Conditions for productive small groups. *Review of Educational Research*, 64(1), 1-35.
- Cohen, J., & Hamilton, R. O. (2009). Caring for the individual student and the community of learners: Interlocking relationships and comprehensive school climate improvement. *Schools: Studies in Education*, 6(1), 104-116.

- Cohen, J., McCabe, E. M., Michelli, N. M., & Pickeral, T. (2009). School climate: Research, policy, practice, and teacher education. *Teachers College Record*, 111(1), 180-213.
- Cohen, J., & Sandy, S. (2003). Perspectives in social-emotional education: Theoretical foundations and new evidence-based developments in current practice. [Article]. *Perspectives in Education*, 21(4), 41-54.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York: Routledge Falmer.
- Cooper, H. M. (1998). *Synthesizing research: A guide for literature reviews*. Thousand Oaks, CA: Sage.
- Corcoran, M., & Matsudaira, J. (2005). Is it getting harder to get ahead? Economic attainment in early adulthood for two cohorts. In R. A. Settersten, F. F. Furstenberg & R. G. Rumbaut (Eds.), *On the frontier of adulthood: Theory, research, and public policy* (pp. 356-395). Chicago: University of Chicago Press.
- Costa, P. T., & McCrae, R. R. (1980). Influence of extraversion and neuroticism on subjective well-being: Happy and unhappy people. *Journal of Personality and Social Psychology*, 38(4), 668-678.
- Côté, J. E., & Levine, C. G. (2002). *Identity formation, agency, and culture: A social psychological synthesis*. Mahwah, NJ: Lawrence Erlbaum Associates Publishers.
- Cottrell, R. R., Girvan, J. T., & McKenzie, J. F. (2009). *Principles and foundations of health promotion and Education* (4th ed.). San Francisco: Benjamin Cummings.
- Cowie, B., Hipkins, R., Boyd, S., Bull, A., Keown, P., McGee, C., . . . Yates, R. (2009). Curriculum implementation exploratory studies: Final report. Wellington: Ministry of Education.
- Craft, A., Gardner, H., & Claxton, G. (Eds.). (2008). *Creativity, wisdom, and trusteeship: Exploring the role of education*. Thousand Oaks, CA: Sage.
- Cresswell, J. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage Publications.
- Creswell, J. (2008). *Educational research: Planning, conducting, and evaluating*. Columbus, OH: Merrill.
- Crisp, R. (Ed.). (2008). *Well-Being* (Winter 2008 ed.). Palo Alto: Stanford.
- Cross, S. E., & Morris, M. L. (2003). Getting to know you: The relational self-construal, relational cognition, and well-being. *Personality and Social Psychology Bulletin*, 29(4), 512-523.
- Cruz, I., Stahel, A., & Max-Neef, M. (2009). Towards a systemic development approach: Building on the Human-Scale Development paradigm. *Ecological Economics*, 68(7), 2021-2030. doi: 10.1016/j.ecolecon.2009.02.004
- Csikszentmihalyi, M. (1991). *Flow : the psychology of optimal experience*. New York: HarperPerennial.
- Csikszentmihalyi, M., & Csikszentmihalyi, I. S. (2006). *A life worth living: Contributions to positive psychology*. New York, NY US: Oxford University Press.
- Csikszentmihalyi, M., & Hunter, J. (2003). Happiness in everyday life: The uses of experience sampling. *Journal of Happiness Studies*, 4(2), 185-199.
- Csikszentmihalyi, M., Rathunde, K. R., Whalen, S., & Wong, M. (1993). *Talented teenagers: The roots of success and failure*. New York: Cambridge University Press.
- Csikszentmihalyi, M., & Schneider, B. (2000). *Becoming adult: How teenagers prepare for the world of work*. New York: Basic Books.
- Cummins, R. A. (1995). On the trail of the gold standard for subjective well-being. *Social Indicators Research*, 35(2), 179-200.
- Cummins, R. A. (1996). The domains of life satisfaction: An attempt to order chaos. *Social Indicators Research*, 38(3), 303-328.
- Cummins, R. A. (2000). Objective and subjective quality of life: An interactive model. [Article]. *Social Indicators Research*, 52(1), 55-72.
- Damon, W. (2004). What is positive youth development? *Annals of the American Academy of Political and Social Science*, 591, 13-24.
- Damon, W., & Lerner, R. M. (2006). *Handbook of child psychology* (6th ed.). Hoboken, N.J.: John Wiley & Sons.
- Danner, D. D., Snowdon, D. A., & Friesen, W. V. (2001). Positive emotions in early life and longevity: Findings from the nun study. *Journal of Personality and Social Psychology*, 80(5), 804-813.

- Davidson, R. J. (2004). Well-being and affective style: neural substrates and biobehavioural correlates. [Article]. *Philosophical Transactions of the Royal Society of London Series B-Biological Sciences*, 359(1449), 1395-1411.
- Davis, B., & Simmt, E. (2003). Understanding learning systems: Mathematics teaching and complexity science. *Journal for Research in Mathematics Education*, 34, 137-167.
- Davis, B., Sumara, D., & Luce-Kapler, R. (2008). *Engaging minds: Changing teaching in complex times* (2nd ed.). New York: Routledge.
- Davis, B., & Sumara, D. J. (2006). *Complexity and education: Inquiries into learning, teaching, and research*. Mahwah, N.J.: Lawrence Erlbaum Associates.
- Davis, H. (2003). Conceptualizing the role and influence of student-teacher relationships on children's social and cognitive development. [Review]. *Educational Psychologist*, 38(4), 207-234.
- de Chavez, A. C., Backett-Milburn, K., Parry, O., & Platt, S. (2005). Understanding and researching wellbeing: Its usage in different disciplines and potential for health research and health promotion. *Health Education Journal*, 64(1), 70-87.
- Deaux, K., & Martin, D. (2003). Interpersonal networks and social categories: Specifying levels of context in identity processes. *Social Psychology Quarterly*, 66(2), 101-117.
- Deci, E. L. (2009). Large-scale school reform as viewed from the self-determination theory perspective. *Theory & Research in Education*, 7(2), 244-253.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum.
- Deci, E. L., & Ryan, R. M. (2008). Hedonia, eudaimonia, and well-being: An introduction. *Journal of Happiness Studies*, 9(1), 1-11. doi: 10.1007/s10902-006-9018-1
- Delespaul, P. A. E. G., Resi, H. T., & DeVries, M. W. (2004). Ecological and motivational determinants of activation: Studying compared to sports and watching TV. *Social Indicators Research*, 67, 129-143.
- Denault, A.-S., & Pulin, F. O. (2009). Intensity and breadth of participation in organized activities during the adolescent years: Multiple associations with youth outcomes. *Journal of Youth and Adolescence*, 38(9), 1199-1213.
- DeNeve, K. M., & Cooper, H. (1998). The happy personality: A meta-analysis of 137 personality traits and subjective well-being. *Psychological Bulletin*, 124(2), 197-229.
- Denny, S., Grant, S., Utter, J., Robinson, E., Fleming, T., Milfont, T., . . . Watson, P. (2011). The health and wellbeing of New Zealand youth who attend secondary school" What has changed from 2001 to 2007? *Journal of Paediatric and Child Health*, 47(4), 191-197.
- Denny, S., Robinson, E., Milfont, T., & Grant, S. (2009). Youth '07: The health and wellbeing of secondary school students in New Zealand. The social climate of secondary schools in New Zealand, from <http://www.youth2000.ac.nz/publications/reports-1142.htm>
- Denzin, N. (1978). *The research act: A theoretical introduction to sociological methods* (2 ed.). New York: McGraw-Hill.
- Department for Education. (2011). Every child matters, from <http://www.education.gov.uk/childrenandyoungpeople/sen/earllysupport/esinpractice/a0067409/every-child-matters>
- DeSantis King, A., Huebner, S., Suldo, S. M., & Valois, R. F. (2006). An ecological view of school satisfaction in adolescence: Linkages between social support and behavior problems. *Applied Research in Quality of Life*, 1, 279-295.
- Dewey, J. (1964). *John Dewey on education : Selected writings*. New York: Modern Library.
- Diener, E., & Diener, C. (1996). Most people are happy. *Psychological Science*, 7(3), 181-185.
- Diener, E., Kesebir, P., & Lucas, L. (2008). Benefits of accounts of well-being--For societies and for psychological science. *Applied Psychology: An International Review*, 57(1), 37-53.
- Diener, E., Lucas, R., & Scollon, C. N. (2006). Beyond the hedonic treadmill: Revising the adaptation theory of well-being. *American Psychologist*, 61(4), 305-314.

- Diener, E., Oishi, S., Lucas, R., Lopez, S., & Snyder, C. R. (2009). Subjective well-being: The science of happiness and life satisfaction *Oxford handbook of positive psychology (2nd ed.)*. (pp. 187-194). New York, NY: Oxford University Press.
- Diener, E., Oishi, S., & Lucas, R. E. (2003). Personality, culture, and subjective well-being: Emotional and cognitive evaluations of life. *Annual Review of Psychology*, 54, 403-425.
- Diener, E., & Seligman, M. E. P. (2004). Beyond money: Toward an economy of well-being. *Psychological Science in the Public Interest*, 5(1), 1-31.
- Diener, M., Diener, C., & Diener, E. (2009). Factors predicting the subjective well-being of nations *Culture and well-being: The collected works of Ed Diener*. (pp. 43-70). New York, NY: Springer Science + Business Media.
- Dolan, P., Peasgood, T., & White, M. (2008). Do we really know what makes us happy? A review of the economic literature on the factors associated with subjective well-being. *Journal of Economic Psychology*, 29(1), 94-122. doi: 10.1016/j.joep.2007.09.001
- Dolan, P., & White, M. (2006). Dynamic well-being: Connecting indicators of what people anticipate with indicators of what they experience. *Social Indicators Research*, 75(2), 303-333.
- Duckworth, A., Peterson, C., Matthews, M., & Kelly, D. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, 92(6), 1087-1101.
- Duesenberry, J. S. (1949). *Income, saving and the theory of consumer behavior*. Cambridge, Mass: Harvard University Press.
- Dunn, E. W., Aknin, L. B., & Norton, M. I. (2008). Spending money on others promotes happiness. *Science*, 319, 1687-1688.
- Durie, M. (1994). *Whaiora: Maori health development*. Auckland: Oxford University Press.
- Durie, M. (2003). *Nga Kai Pou, Launching Maori Futures*. Wellington: Huia
- Durie, M. (2009, 28 May, 2009).
- Earls, F., & Carlson, M. (2001). The social ecology of child health and well-being. [Review]. *Annual Review of Public Health*, 22, 143-166.
- Easterlin, R. (1974). Does economic growth improve the human lot? Some empirical evidence. In P. A. David & M. W. Reder (Eds.), *Nations and Households in Economic Growth: Essays in Honor of Moses Abramowitz* (pp. 89-125). New York: Academic Press.
- Easterlin, R. (2002). *Happiness in economics*. Cheltenham, UK ; Northampton, Mass.: Edward Elgar.
- Easterlin, R. (2004). *The reluctant economist : Perspectives on economics, economic history and demography*. Cambridge: Cambridge University Press.
- Easterlin, R. (2005). Building a better theory of well-being. In L. Bruni & P. L. Porta (Eds.), *Economics and Happiness: Framing the Analysis* (pp. 29-64). Oxford: Oxford University Press.
- Eccles, J. S., & Barber, B. L. (1999). Student council, volunteering, basketball, or marching band: What kind of extracurricular involvement matters? *Journal of Adolescent Research*, 14(1), 10-43.
- Eccles, J. S., Brown, B. V., & Templeton, J. (2008). A developmental framework for selecting indicators of well-being during the adolescent and young adult years *Key indicators of child and youth well-being: Completing the picture*. (pp. 197-236). Mahwah, NJ: Lawrence Erlbaum Associates Publishers.
- Eccles, J. S., Buchanan, C. M., Flanagan, C., Fuligni, A., Midgley, C., & Yee, D. (1991). Control versus autonomy during early adolescence. [Article]. *Journal of Social Issues*, 47(4), 53-68.
- Eccles, J. S., & Gootman, J. (2002). *Community programs to promote youth development*. Washington, DC: National Academy Press.
- Eccles, J. S., Midgley, C., Wigfield, A., Buchanan, C. M., Reuman, D., Flanagan, C., . . . Notterman, J. M. (1997). Development during adolescence: The impact of stage-environment fit on young adolescents' experiences in schools and in families (1993) *The evolution of psychology: Fifty years of the American Psychologist*. (pp. 475-501). Washington, DC: American Psychological Association.
- Eccles, J. S., Midgley, C., Wigfield, A., Buchanan, C. M., Reuman, D., Flanagan, C., & Maciver, D. (1993). Development during adolescence - the impact of stage-environment fit on young adolescents' experiences in schools and in families. [Article]. *American Psychologist*, 48(2), 90-101.

- Eccles, J. S., & Roeser, R. (2011). Schools as developmental contexts during adolescence. *Journal of Research on Adolescence*, 21(1), 225-241.
- Eccles, J. S., & Wigfield, A. (2002). Motivational beliefs, values, and goals. *Annual Review of Psychology*, 53, 109-132.
- Ecclestone, K., & Hayes, D. (2009). Changing the subject: the educational implications of developing emotional well-being. *Oxford Review of Education*, 35(3), 371-389.
- Edgeworth, F. Y. (1967). *Mathematical psychics : an essay on the application of mathematics to the moral sciences*. New York: Kelley.
- Education for Enterprise. (2010). Education for Enterprise. Retrieved 3 December, 2010, from <http://education-for-enterprise.tki.org.nz/>
- Eisenberg, M. E., Neumark-Sztainer, D., & Perry, C. (2003). Peer harassment, school connectedness and school success. *Journal of School Health*, 73(8), 311-316.
- Enomoto, E. K. (1997). Schools as nested communities - Sergiovanni's metaphor extended. [Article]. *Urban Education*, 32(4), 512-531.
- Epstein, R. (2007). *The case against adolescence: Rediscovering the adult in every teen*. Sanger, Calif.: Quill Driver Books/Word Dancer Press.
- Ereaut, G., & Whiting, R. (2008). What do we mean by 'wellbeing'? And why might it matter? In S. a. F. Department for Children (Ed.), *Linguistic Landscapes*. London: DCSF.
- Erikson, E. H. (1959). Identity and the life cycle: Selected papers. *Psychological Issues*, 1, 1-171.
- Erikson, E. H. (1968). *Identity : youth and crisis*. London: Faber & Faber.
- Estrada, C. A., Isen, A. M., & Young, M. J. (1997). Positive affect facilitates integration of information and decreases anchoring in reasoning among physicians. [Article]. *Organizational Behavior and Human Decision Processes*, 72(1), 117-135.
- Eysenck, H. J., & Eysenck, M. W. (1985). *Personality and individual differences*. New York: Plenum Press.
- Feldman, A. F., & Matjasko, J. L. (2005). The role of school-based extracurricular activities in adolescent development: A comprehensive review and future directions. [Review]. *Review of Educational Research*, 75(2), 159-210.
- Ferrer-i-Carbonell, A. (2005). Income and well-being: an empirical analysis of the comparison income effect. *Journal of Public Economics*, 89(5-6), 997-1019. doi: 10.1016/j.jpubeco.2004.06.003
- Flanagan, C. A. (2004). Volunteerism, leadership, political socialization, and civic engagement. In R. A. Lerner & L. D. Steinberg (Eds.), *Handbook of adolescent psychology* (pp. 721-245). Hoboken: Wiley.
- Fraillon, J. (2004). Measuring student well-being in the context of Australian schooling: Discussion paper. Carlton South, VIC: Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA).
- Francis, L. J., Robbins, M., & White, A. (2003). Correlation between religion and happiness: A replication. *Psychological Reports*, 92, 51-52.
- Frank, R. H. (1985). The demand for unobservable and other nonpositional goods. *American Economic Review*, 75(1), 101-116.
- Frank, R. H. (2000). *Luxury fever : money and happiness in an era of excess*. Princeton, N.J.: Princeton University Press.
- Fredricks, J. A., & Eccles, J. S. (2010). Breadth of extracurricular participation in adolescent adjustment among African-American and European-American youth. *Journal of Research on Adolescence*, 20(2), 307.
- Fredrickson, B. L. (2004). The broaden-and-build theory of positive emotions. [Article]. *Philosophical Transactions of the Royal Society of London Series B-Biological Sciences*, 359(1449), 1367-1377. doi: 10.1098/rstb.2004.1512
- Fredrickson, B. L., Cohn, M. A., Coffey, K. A., Pek, J., & Finkel, S. M. (2008). Open hearts build lives: Positive emotions, induced through loving-kindness meditation, build consequential personal resources. *Journal of Personality and Social Psychology*, 95(5), 1045-1062.
- Fredrickson, B. L., & Losada, M. F. (2005). Positive affect and the complex dynamics of human flourishing. *American Psychologist*, 60(7), 678-686.

- Freire, P. (1972). *Pedagogy of the oppressed*. Harmondsworth, Middlesex: Penguin Education.
- Frey, B. S., & Stutzer, A. (2000). Happiness, economy and institutions. *Economic Journal*, 110(466), 918-938.
- Frey, B. S., & Stutzer, A. (2002a). *Happiness and economics : How the economy and institutions affect well-being*. Princeton, N.J.: Princeton University Press.
- Frey, B. S., & Stutzer, A. (2002b). What can economists learn from happiness research? *Journal of Economic Literature*, 40(2), 402-435.
- Fromm, E. (1976). *To have or to be?* London: Abacus.
- Frønes, I. (2007). Theorizing indicators - On indicators, signs and trends. [Article]. *Social Indicators Research*, 83(1), 5-23. doi: 10.1007/s11205-006-9061-7
- Furstenberg, F. F., Jr., Rumbaut, R. n. C., Settersten, R. A., Jr., & Rumbaut, R. n. G. (2005). On the frontier of adulthood: Emerging themes and new directions *On the frontier of adulthood: Theory, research, and public policy*. (pp. 3-25). Chicago, IL: University of Chicago Press.
- Galambos, N. L., & Leadbeater, B. J. (2000). Trends in adolescent research for the new millennium. *International Journal of Behavioral Development*, 24(3), 289-294.
- Galay, K. (2007). *Patterns of time use and happiness in Bhutan: Is there a relationship between the two?* Institute of Developing Economies Visiting Research Fellow Monograph Series, (432). Institute of Developing Economies, Bhutan.
- Gee, J. P. (2010). *How to do discourse analysis: A toolkit*. New York: Routledge.
- Giedd, J. N. (2008). The teen brain: Insights from neuroimaging. *Journal of Adolescent Health*, 42(4), 335-343.
- Gilbert, J. (2005). *Catching the knowledge wave? : the knowledge society and the future of education*. Wellington, N.Z.: NZCER Press.
- Gilman, R., & Huebner, E. S. (2006). Characteristics of adolescents who report very high life satisfaction. [Article]. *Journal of Youth and Adolescence*, 35(3), 311-319. doi: 10.1007/s10964-006-9036-7
- Gilman, R., & Huebner, S. (2003). A review of life satisfaction research with children and adolescents. *School Psychology Quarterly*, 18(2), 192-205.
- Good, M., Willoughby, T., & Frijtjers, J. (2009). Just another club? The distinctiveness of the relation between religious service attendance and adolescent psychosocial adjustment. *Journal of Youth & Adolescence*, 38(9), 1153-1171.
- Goodlad, J. (2004). *A place called school*: McGraw-Hill.
- Grossman, P., Niemann, L., Schmidt, S., & Walach, H. (2004). Mindfulness-based stress reduction and health benefits: A meta-analysis. *Journal of Psychosomatic Research*, 57(1), 35-43.
- Gruenewald, D. (2003a). The best of both worlds: A critical pedagogy of place. *Educational REsearcher*, 32(4), 3-12.
- Gruenewald, D. (2003b). Foundations of place: A multidisciplinary framework for place-conscious education. *American Educational Research Journal*, 40(3), 619-654.
- Gruenewald, D., & Smith, G. (Eds.). (2007). *Place-based education in the global age: Local diversity*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Guba, E. G., & Lincoln, Y. S. (1989). *Fourth generation evaluation*. Newbury Park, Calif.: Sage Publications.
- Hair, E. C., Moore, k. A., Garrett, S. B., Ling, T., & Cleveland, K. (2008). The continued importance of quality parent-adolescent relationships during late adolescence. *Journal of Research on Adolescence*, 18(1), 187-200.
- Hall, G. S. (1905). *Adolescence : its psychology and its relations to physiology, anthropology, sociology, sex, crime, religion and education*. New York: D. Appleton and company.
- Hammack, F. M. (2008). Off the record--Something old, something new, something borrowed, something blue: Observations on the small schools movement. *Teachers College Record*, 110(9), 2067-2071.
- Hampson, S. E. (2008). Mechanisms by which childhood personality traits influence adult well-being. *Current Directions in Psychological Science*, 17(4), 264-268.
- Hanh, T. N. (1975). *The mirical of mindfulness*. Boston: Beacon Press.

- Hansen, D. M., Larson, R. W., & Dworkin, J. B. (2003). What adolescents learn in organized youth activities: A survey of self-reported developmental experiences. *Journal of Research on Adolescence*, 13(1), 25-55.
- Harper, C. L. (2004). *Environment and society: Human perspectives on environmental issues* (3 ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
- Haski-Leventhal, D., Ronel, N., York, A. S., & Ben-David, B. M. (2008). Youth volunteering for youth: Who are they serving? How are they being served? *Children and Youth Services Review*, 30(7), 834-846.
- Hatt, B. (2005). Pedagogical love in the transactional curriculum. *Journal of Curriculum Studies*, 37(6), 671-688.
- Hattie, J. (2009). *Visible learning*. New York: Taylor & Francis.
- Haybron, D., Eid, M., & Larsen, R. J. (2008). Philosophy and the science of subjective well-being *The science of subjective well-being*. (pp. 17-43). New York: Guilford Press.
- Headey, B. (2007). Happiness: Revising Set-Point Theory and Dynamic Equilibrium Theory to Account for Long Term Change. *Schmollers Jahrbuch: Zeitschrift für Wirtschafts- und Sozialwissenschaften/Journal of Applied Social Science Studies*, 127(1), 85-94.
- Headey, B. (2008a). Life goals matter to happiness: A revision of set-point theory. *Social Indicators Research*, 86(2), 213-231.
- Headey, B. (2008b). The Set-Point Theory of Well-Being: Negative results and consequent revisions. *Social Indicators Research*, 85(3), 389-403.
- Headey, B., & Wearing, A. (1991). Subjective well-being: A stocks and flows framework. In F. Strack, M. Argyle & N. Schwarz (Eds.), *Subjective well-being: An interdisciplinary perspective* (pp. 49-73). Elmsford, NY: Pergamon Press.
- Heine, S. J., Proulx, T., & Vohs, K. D. (2006). The Meaning Maintenance Model: On the coherence of social motivations. *Personality and Social Psychology Review*, 10(2), 88.
- Helliwell, J. F. (2003). How's life? Combining individual and national variables to explain subjective well-being. [Article]. *Economic Modelling*, 20(2), 331-360.
- Helliwell, J. F., & Putnam, R. D. (2004). The social context of well-being. [Article]. *Philosophical Transactions of the Royal Society of London Series B-Biological Sciences*, 359(1449), 1435-1446. doi: 10.1098/rstb.2004.1522
- Henderson, H. (2002). Quality of life: Issues and questions. In D. Lamberton (Ed.), *Managing the global: Globalization, employment and quality of life* (Vol. 5, pp. 51-95). London: Tauris.
- Henderson, H. (2007). Growing the green economy-Globally. *International Journal of Green Economics*, 1(3-4), 276-298.
- Hidi, S., & Harackiewicz, J. M. (2000). Motivating the academically unmotivated: A critical issue for the 21st century. *Review of Educational Research*, 70(2), 151-179.
- Hidi, S., & Renninger, K. A. (2006). The Four-Phase Model of Interest Development. *Educational Psychologist*, 41(2), 111-127.
- Hipkins, R. (2004). The NCEA in the context of the knowledge society and national policy expectations. *New Zealand Annual Review of Education*, 14, 27-38.
- Hipkins, R. (2010). *More complex than skills: Rethinking the relationship between key competencies and curriculum content*. Paper presented at the International Conference on Education and Development of Civic Competencies, Seoul.
- Hipkins, R., Vaughan, K., Beals, F., Ferral, H., & Gardiner, B. (2005). Shaping our futures: Meeting secondary students' learning needs in a time of evolving qualifications: Final report of the Learning Curves project. In NZCER (Ed.), *Learning Curves*. Wellington: NZCER Press.
- Hirsch, F. (1976). *Social limits to growth*. Cambridge, Mass.: Harvard University Press.
- Holder, M. D., Coleman, B., & Wallace, J. M. (2010). Spirituality, religiousness, and happiness in children aged 8-12 years. *Journal of Happiness Studies*, 11(2), 131-150.
- Horn, J. (2008). Human research and complexity theory. *Educational Philosophy & Theory*, 40(1), 130-143.

- Horstmannshof, L., Punch, R., & Creed, P. A. (2008). Environmental correlates of wellbeing among final-year high school students *Australian Journal of Psychology* (Vol. 60, pp. 101-111): Taylor & Francis Ltd.
- Hsieh, H.-F., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research*, 15(9), 1277-1288.
- Huber, M., Knottnerus, J., Green, L., van der Horst, H., Jadad, A., Kromhout, D., . . . Smid, H. (2011). How should we define health? *British Medical Journal*, 343. doi: <http://dx.doi.org/10.1136/bmj.d4163>
- Huckle, J., & Sterling, S. R. (1996). *Education for sustainability*. London: Earthscan.
- Huebner, A. J., & Mancini, J. A. (2003). Shaping structured out-of-school time use among youth: The effects of self, family, and friend systems. *Journal of Youth and Adolescence*, 32(6), 453-463.
- Huebner, E. S., Suldo, S. M., Smith, L. C., & McKnight, C. G. (2004). Life satisfaction in children and youth: Empirical foundations and implications for school psychologists. *Psychology in the Schools*, 41(1), 81-93.
- Hunter, J. P., & Csikszentmihalyi, M. (2003). The positive psychology of interested adolescents. *Journal of Youth and Adolescence*, 32(1), 27-35.
- Huppert, F., Marks, N., Clark, A., Siegrist, J., Stutzer, A., Vittersø, J., & Wahrendorf, M. (2009). Measuring well-being across Europe: Description of the ESS Well-being Module and preliminary findings. *Social Indicators Research*, 91(3), 301-315.
- Huppert, F. A., Marks, N., Clark, A. E., Siegrist, J., Stutzer, A., Vittersø, J., & Wahrendorf, M. (2008). Measuring well-being across Europe: Description of the ESS Well-being Module and preliminary findings. *Social Indicators Research*, 91, 301-315.
- Inglehart, R., Foa, R., Peterson, C., & Welzel, C. (2008). Development, freedom, and rising happiness: A global perspective (1981-2007). *Perspectives on Psychological Science*, 3(4), 264-285.
- International Journal of Wellbeing. (2012). Focus and Scope Retrieved 12-12-12, 2012, from <http://www.internationaljournalofwellbeing.org/index.php/ijow/about/editorialPolicies#focusAndScope>
- Isen, A. M., Aspinwall, L. G., & Staudinger, U. M. (2003). Positive affect as a source of human strength *A psychology of human strengths: Fundamental questions and future directions for a positive psychology*. (pp. 179-195). Washington, DC: American Psychological Association.
- Isen, A. M., Daubman, K. A., & Nowicki, G. P. (1987). Positive affect facilitates creative problem-solving. [Article]. *Journal of Personality and Social Psychology*, 52(6), 1122-1131.
- Isen, A. M., & Means, B. (1983). The influence of positive affect on decision-making strategy. [Article]. *Social Cognition*, 2(1), 18-31.
- Isen, A. M., Rosenzweig, A. S., & Young, M. J. (1991). The influence of positive affect on clinical problem-solving. [Article]. *Medical Decision Making*, 11(3), 221-227.
- Izard, C. E. (1991). *The psychology of emotions*. New York: Plenum Press.
- Izard, C. E., & Ackerman, B. P. (2000). Motivational, organizational, and regulatory functions of discrete emotions. In M. Lewis & J. M. Haviland-Jones (Eds.), *Handbook of emotions* (2nd ed., pp. 253-264). New York: The Guildford Press.
- Jacob, J. C., & Brinkerhoff, M. B. (1999). Mindfulness and subjective well-being in the sustainability movement: A further elaboration of multiple discrepancies theory. *Social Indicators Research*, 46(3), 341-368.
- Jahoda, M. (1958). *Current concepts of positive mental health*. New York: Basic Books.
- Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. [Review]. *Review of Educational Research*, 79(1), 491-525. doi: 10.3102/0034654308325693
- Jevons, W. S., & Black, R. D. C. (1970). *The theory of political economy*. Harmondsworth, Middlesex: Penguin Books.
- Jickling, B., & Wals, A. E. J. (2008). Globalization and environmental education: Looking beyond sustainable development. *Journal of Curriculum Studies*, 40(1), 1-21.

- Johnson, N. (2009). *Simply complexity: A clear guide to complexity theory*. New York: Oneworld Publications.
- Johnson, S. (2001). *Emergence: The connected lives of ants, brains, cities and software*. New York: Scribner.
- Johnson, S. B., Blum, R. W., & Giedd, J. N. (2009). Adolescent maturity and the brain: The promise and pitfalls of neuroscience research in adolescent health policy. *Journal of Adolescent Health, 45*(3), 216-221.
- Johnson, W., & Krueger, R. F. (2006). How money buys happiness: Genetic and environmental processes linking finances and life satisfaction. *Journal of Personality and Social Psychology, 90*(4), 680-691.
- Jones, S. E., Fisher, C. J., Greene, B. Z., Hertz, M. F., & Pritzl, J. (2007). Healthy and safe school environment, part I: Results from the school health policies and programs study 2006. [Article]. *Journal of School Health, 77*(8), 522-543.
- Kahneman, D. (2003). Maps of bounded rationality: Psychology for behavioral economics. *The American Economic Review, 93*(5), 1449-1475.
- Kahneman, D., Diener, E., & Schwarz, N. (1999). *Well-being: The foundations of hedonic psychology*. New York: Russell Sage Foundation.
- Kasser, T., & Kanner, A. D. (2004). *Psychology and consumer culture: The struggle for a good life in a materialistic world*. Washington, DC: American Psychological Association.
- Keith, N. (2010). Getting beyond anaemic love: From the pedagogy of cordial relations to a pedagogy for difference. *Journal of Curriculum Studies, 42-4*(530-572).
- Kelley, B. S., & Miller, L. (2007). Life satisfaction and spirituality in adolescents. *Research in the Social Scientific Study of Religion, 18*, 233-262.
- Keown, P., Parker, L., & Tiakiwai, S. (2005). Final report on values in the New Zealand Curriculum. Wellington: Ministry of Education.
- Kesebir, P., & Diener, E. (2008). In pursuit of happiness: Empirical answers to philosophical questions. *Perspectives on Psychological Science, 3*(2), 117-125.
- Keyes, C. L. M. (2005, Aug). *Promoting and protecting mental health as flourishing - A complementary strategy for improving national mental health*. Paper presented at the 113th Annual Convention of the American-Psychological-Association, Washington, DC.
- Keyes, C. L. M., Shmotkin, D., & Ryff, C. D. (2002). Optimizing well-being: The empirical encounter of two traditions. *Journal of Personality and Social Psychology, 82*(6), 1007-1022.
- Kinder, D. R. (2006). Politics and the life cycle. *Science, 312*(5782), 1905-1908.
- King, L. A., Eid, M., & Larsen, R. J. (2008). Interventions for enhancing subjective well-being: Can we make people happier and should we? *The science of subjective well-being*. (pp. 431-448). New York, NY US: Guilford Press.
- Kirzner, I. M., Boettke, P. J., & Sautet, F. E. (2009). *The economic point of view : an essay in the history of economic thought*. Indianapolis: Liberty Fund.
- Klem, A. M., & Connell, J. P. (2004). Relationships matter: Linking teacher support to student engagement and achievement. *Journal of School Health, 74*(7), 262-273.
- Kline, K. K. (Ed.). (2008). *Authoritative communities: The scientific case for nurturing the whole child*. New York: Springer.
- Konu, A., & Lintonen, T. (2006). Theory-based survey analysis of well-being in secondary schools in Finland. [Article]. *Health Promotion International, 21*(1), 27-36. doi: 10.1093/heapro/dai028
- Konu, A., Lintonen, T. P., & Autio, V. J. (2002). Evaluation of Well-Being in Schools : A Multilevel Analysis of General Subjective Well-Being. *School Effectiveness & School Improvement, 13*(2), 187.
- Konu, A., Lintonen, T. P., & Rimpela, M. K. (2002). Factors associated with schoolchildren's general subjective well-being. [Article]. *Health Education Research, 17*(2), 155-165.
- Konu, A., & Rimpelä, M. (2002). Well-being in schools: A conceptual model. *Health Promotion International, 17*(1), 79-87.
- Korr, W. S., Encandela, J. A., & Brieland, D. (2005). Independence or autonomy: Which is the goal? *International Journal of Law and Psychiatry, 28*(3), 290-299.

- Kuh, G. (2008). *High-impact educational practices: What are they, who has access to them, and why they matter*. Washington, DC: AAC & U.
- Kuh, G., Kinzie, J., Buckley, J. A., Bridge, B. K., & Hayek, J. C. (2006). What matters to student success: A review of the literature *National symposium on postsecondary student success: Spearheading a dialogue on student success* (pp. 141): National Postsecondary Educational Cooperative.
- Kuyken, W., Taylor, R. S., Barrett, B., Evans, A., Teasdale, J. D., Byford, S., . . . Mullan, E. (2008). Mindfulness-based cognitive therapy to prevent relapse in recurrent depression. *Journal of Consulting & Clinical Psychology, 76*(6), 966-978.
- Kuznets, S. (1934). *National Income 1929-1932, A report to the U.S. Senate*. Washington, DC: US Government Printing Office.
- La Guardia, J. G. (2009). Developing who I am: A Self-Determination Theory approach to the establishment of healthy identities. [Review]. *Educational Psychologist, 44*(2), 90-104. doi: 10.1080/00461520902832350
- Land, K. C., Lamb, V. L., Meadows, S. O., & Taylor, A. (2007). Measuring trends in child well-being: an evidence-based approach. *Social Indicators Research, 80*(1), 105-132.
- Landorf, H., Doscher, S., & Rocco, T. (2008). Education for sustainable human development: Towards a definition. *Theory and Research in Education, 6*(2), 221-236.
- Lane, R. (2007). *Student engagement 2007*. Wellington: Ministry of Education,.
- Larson, R. W. (2001). How U.S. children and adolescents spend time: What it does (and doesn't) tell us about their development. *Current Directions in Psychological Science, 10*(5), 160-164.
- Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge: Cambridge University Press.
- Layard, R. (2005). *Happiness : lessons from a new science*. New York: Penguin Press.
- Layard, R. (2005). Rethinking public economics: The implications of rivalry and habit. In L. Bruni & P. L. Porta (Eds.), *Economics and Happiness: Framing the Analysis* (pp. 147-169). Oxford: Oxford University Press.
- Le Métails, J. (2002). New Zealand Stocktake: An international critique. In N. F. f. E. Research (Ed.). Wellington: Ministry of Education.
- Le, T. N., Lai, M. H., & Wallen, J. (2009). Multiculturalism and subjective happiness as mediated by cultural and relational variables. *Cultural Diversity and Ethnic Minority Psychology, 15*(3), 303-313.
- Learning and Teaching Scotland. (2010, 11 January, 2010). Curriculum Overview. *Curriculum for Excellence* Retrieved 29 January, 2010, from <http://www.ltscotland.org.uk/curriculumforexcellence/experiencesandoutcomes/index.asp>
- Leary, M. R. (2006). A functional, evolutionary analysis of the impact of interpersonal events on intrapersonal self-processes. In K. D. Vohs & E. Finkel (Eds.), *Self and relationships: Connecting intrapersonal and interpersonal processes* (pp. 219-236). New York: Guilford Press.
- Lee, G. (1992). Origins of the common core curriculum. In G. McCulloch (Ed.), *The school curriculum in New Zealand: history, theory, policy and practice* (pp. 102-122). Palmerston North: The Dunmore Press.
- Lee, H. (2003). Outcomes-based education and the cult of efficiency: Using curriculum and assessment reforms to drive educational policy and practice. *Education research and perspectives, 30*(2), 60-107.
- Lenroot, R. K., & Giedd, J. N. (2006). Brain development in children and adolescents: Insights from anatomical magnetic resonance imaging. *Neuroscience & Biobehavioral Reviews, 30*(6), 718-729.
- Lerner, R. M. (2002). *Concepts and theories of human development* (3rd ed.). Mahwah, N.J.: L. Erlbaum.
- Lerner, R. M. (2004). *Liberty: Thriving and civic engagement among America's youth*. Thousand Oaks, CA US: Sage Publications, Inc.
- Lerner, R. M., Dowling, E. M., & Anderson, P. M. (2003). Positive youth development: Thriving as the basis of personhood and civil society. *Applied Developmental Science, 7*(3), 172-180.

- Lerner, R. M., & Overton, W. F. (2008). Exemplifying the integrations of the relational developmental system: Synthesizing theory, research, and application to promote positive development and social justice. *Journal of Adolescent Research, 23*, 245-255.
- Lesko, N. (2001). *Act your age! A cultural construction of adolescence*. New York: Routledge Falmer.
- Lewin, R. (1999). *Complexity: Life at the edge of chaos* (2nd ed.). Chicago: University of Chicago Press.
- Libbey, H. P. (2009). Measuring student relationships to school: Attachment, bonding, connectedness, and engagement. *Journal of School Health, 74*(7), 274-283.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, Calif.: Sage Publications.
- Lippman, L. H. (2007). Indicators and indices of child well-being: A brief American history. *Social Indicators Research, 83*(1), 39-53.
- Livingstone, J. (1995). *Rogue primate: An exploration of human domestication*. Landham, MD: Roberts Rinehart.
- Loewenstein, G., Rick, S., & Cohen, J. D. (2008). Neuroeconomics. *Annual Review of Psychology, 59*, 647(626).
- Loose, F. (2008). Individualism: Valued differently by parents and teachers of primary, junior high and high school students. *Social Psychology of Education, 11*(2), 117-131.
- Lucas, R. E. (2007). Adaptation and the set-point model of subjective well-being: Does happiness change after major life events? *Current Directions in Psychological Science, 16*(2), 75-79.
- Lucas, R. E., Diener, E., & Suh, E. (1996). Discriminant validity of well-being measures. *Journal of Personality and Social Psychology, 71*(3), 616-628.
- Lucas, R. E., & Dyrenforth, P. S. (2006). Does the existence of social relationships matter for subjective well-being? In K. D. Vohs & E. Finkel (Eds.), *Self and relationships: Connecting intrapersonal and interpersonal processes* (pp. 254-273). New York: Guilford Press.
- Lucas, R. E., & Fujita, F. (2000). Factors influencing the relation between extraversion and pleasant affect. *Journal of Personality and Social Psychology, 79*(6), 1039-1056.
- Lupien, S. J., & Wan, N. (2004). Successful ageing: from cell to self. [Article]. *Philosophical Transactions of the Royal Society of London Series B-Biological Sciences, 359*(1449), 1413-1426.
- Luthar, S. S. (2003). The culture of affluence: Psychological costs of material wealth. *Child Development, 74*(6), 1581-1593.
- Lyubomirsky, S., Sheldon, K. M., & Schkade, D. (2005, 2003). *Pursuing happiness: The architecture of sustainable change*. Paper presented at the 2nd International Positive Psychology Summit, Washington, DC.
- Macfarlane, A. H., Glynn, T., Grace, W., Penetito, W., & Bateman, S. (2008). Indigenous epistemology in a national curriculum framework? *Ethnicities, 8*, 102-127.
- Manning, R. D. (1999). History never repeats itself? Colonial historical trends confront National Administration Guidelines. *New Zealand Review of education, 9*, 63-81.
- Manning, R. D. (2000). *Credit card nation: The consequences of America's addiction to credit*. New York: Basic Books.
- The importance of financial literacy among college students*, U.S. Senate, 10 a.m. Thursday, September 5, 2002 Sess. (2002).
- Marcia, J. E. (1966). Development and validation of ego-identity status. *Journal of Personality and Social Psychology, 3*(5), 551-558.
- Markstrom, C. A., Li, X. M., Blackshire, S. L., & Wilfong, J. J. (2005). Ego strength development of adolescents involved in adult-sponsored structured activities. *Journal of Youth and Adolescence, 34*(2), 85-95.
- Martin, M. (2008). Paradoxes of happiness. *Journal of Happiness Studies, 9*, 171-184.
- Martinez, R. O., & Dukes, R. L. (1997). The effects of ethnic identity, ethnicity, and gender on adolescent well-being. *Journal of Youth and Adolescence, 26*, 503-516.
- Marton, F. (1981). Phenomenography - Describing conceptions of the world around us. *Instructional Science, 10*(1981), 177-200.
- Marton, F., & Booth, S. (1997). *Learning and awareness*. New Jersey: Lawrence Erlbaum.

- Mason, M. (2008). Complexity theory and the philosophy of education. *Educational Philosophy & Theory*, 40(1), 4-18.
- Maturana, H. R., & Varela, F. J. (1987). *The tree of knowledge: The biological roots of human understanding*. Boston: Shambhala Publications.
- Max-Neef, M. (2002). Human ecology, human economy. *Ecological Economics*, 40(2), 313-314.
- Max-Neef, M., Elizalde, A., & Hopenhyan, M. (1989). Human scale development *Development Dialogue*. Uppsala, Sweden: Cepaur-Dag Hammarskjöld Foundation.
- Mayer, D. P., Mullens, J. E., Moore, M. T., & Ralph, J. (2000). Monitoring school quality: An indicators report. Washington, DC: National Center for Education Statistics.
- Mayring, P. (2000). Qualitative content analysis. *Qualitative Social Research*, 1(2).
- McCulloch, G. (Ed.). (1992). *The school curriculum in New Zealand: history, theory, policy and practice*. Palmerston North: The Dunmore Press.
- McEwan, H. (1992). Teaching and the interpretation of texts. *Educational Theory*, 42(1), 59-68.
- McGee, C. (2004). Commentary: Curriculum revision critique: A response to Clark. *Teachers and Curriculum*, 7, 81-83.
- McKnight, P. E., & Kashdan, T. B. (2009). Purpose in life as a system that creates and sustains health and well-being: An integrative, testable theory. *Review of General Psychology*, 13(3), 242-251. doi: 10.1037/a0017152
- McMahon, S. D., & Watts, R. J. (2002). Ethnic identity in urban African American youth: Exploring links with self-worth, aggression, and other psychosocial variables. *Journal of Community Psychology*, 30, 411-431.
- McNess, E. (2006). Nous écouter, nous soutenir, nous apprendre: A comparative study of pupils' perceptions of the pedagogic process. *Comparative Education*, 42(4), 517-532.
- McQuillan, P. J. (2008). Small-school reform through the lens of complexity theory: It's "good to think with". *Teachers College Record*, 110(9), 1772-1801.
- Merriam, S. B. (1998). *Qualitative research and case study applications in education* (Revised Edition ed.). San Francisco: Jossey-Bass.
- Meyer, R. H. (1997). Value-added indicators of school performance: A primer. *Economics of Education Review*, 16(3), 283-301.
- Michalos, A. C. (2004). Social indicators research and health-related quality of life research *Social Indicators Research*, 65(1), 27-72.
- Michalos, A. C. (2007). *Education, happiness and wellbeing*. Paper presented at the International Conference on 'Is happiness measurable and what do those measures mean for public policy?', Rome.
- Michalos, A. C., Zumbo, B. D., & Hubley, A. (2000). Health and the quality of life. *Social Indicators Research*, 51(3), 245-286.
- Michel, G., Bisegger, C., Fuhr, D. C., & Abel, T. (2009). Age and gender differences in health-related quality of life of children and adolescents in Europe: a multilevel analysis. [Article]. *Quality of Life Research*, 18(9), 1147-1157. doi: 10.1007/s11136-009-9538-3
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). London: Sage.
- Miller, D. N., Gilman, R., & Martens, M. P. (2008). Wellness promotion in the schools: Enhancing students' mental and physical health. [Article]. *Psychology in the Schools*, 45(1), 5-15. doi: 10.1002/pits.26274
- Mind Matters. (2011). Fact sheet. Retrieved from http://www.mindmatters.edu.au/about/mindmatters_fact_sheet.html
- Ministry of Economic Development. (2006). The Local Government Act 2002 Retrieved 14 December, 2010, 2010, from http://www.med.govt.nz/templates/Page_13889.aspx
- Ministry of Education. (1993). *The New Zealand Curriculum Framework*. Wellington: Ministry of Education.
- Ministry of Education. (1996). Te Whàriki: He Whàriki Màtauranga mò ngà Mokopuna o Aotearoa. Wellington: Ministry of Education.

- Ministry of Education. (2007). The New Zealand Curriculum for English-medium teaching and learning in years 1-13. In Ministry of Education (Ed.). Wellington: Learning Media Limited.
- Ministry of Education. (2008a). Deciles. 2010(15 November). Retrieved from <http://www.minedu.govt.nz/NZEducation/EducationPolicies/Schools/SchoolOperations/Resourcing/OperationalFunding/Deciles.aspx>
- Ministry of Education. (2008b). Te Marautanga o Aotearoa. Wellington: Ministry of Education.
- Ministry of Education. (2009). How the decile is calculated Retrieved 15 November, 2010, from <http://www.minedu.govt.nz/NZEducation/EducationPolicies/Schools/SchoolOperations/Resourcing/OperationalFunding/Deciles/HowTheDecileIsCalculated.aspx>
- Ministry of Education. (2010a). Key Competencies in tertiary education: Developing a New Zealand framework *Discussion Document*. Wellington Ministry of Education.
- Ministry of Education. (2010b). National Standards Retrieved 5 November, 2010, from <http://nzcurriculum.tki.org.nz/National-Standards>
- Ministry of Education. (2010c). Student well-being - Mental health. *Professional development programmes - Ministry of Education* Retrieved 29 January, 2012, from http://www.tki.org.nz/r/hpe/prof_supt/pd_prog/moe_prog_e.php
- Ministry of Education. (2010d). Tertiary Education Strategy 2010-2015 Retrieved December 14, 2010, from <http://www.minedu.govt.nz/theMinistry/PolicyAndStrategy/TertiaryEducationStrategy.aspx>
- Ministry of Education. (2011). 5 steps to wellbeing. *Wellbeing: Respond, recover, renew* Retrieved 28 January, 2012, from <http://wellbeing.tki.org.nz/>
- Ministry of Education and Culture. (2003). Ministry of Education Strategy 2015. Helsinki: Ministry of Education and Culture.
- Ministry of Health. (2007). Health Promoting Schools Retrieved 30 November, 2008, from www.hps.org.nz
- Ministry of Health. (2010). Health. In M. o. S. Development (Ed.), *The Social Report*. Wellington.
- Ministry of Health. (2012). Health Promoting Schools Retrieved 7 February, 2013, from <http://www.health.govt.nz/our-work/life-stages/child-health/health-promoting-schools>
- Ministry of Health. (2013). Health Promoting Schools Retrieved 7 February, 2013, from <http://hps.tki.org.nz/About-Health-Promoting-Schools>
- Ministry of Social Development. (2010). The social report 2010 – Te pūrongo orange tangata. Wellington: Ministry of Social Development.
- Mochon, D., Norton, M. I., & Ariely, D. (2008). Getting off the hedonic treadmill, one step at a time: The impact of regular religious practice and exercise on well-being. *Journal of Economic Psychology*, 29(5), 632-642.
- Morrison, K. (2008). Educational philosophy and the challenge of complexity theory. *Educational Philosophy & Theory*, 40(1), 19-34.
- Mortimer, J. T. (2003). *Working and growing up in America*. Cambridge, MA: Harvard University Press.
- Mortimer, J. T., & Larson, R. W. (2002). *The changing adolescent experience: Societal trends and the transition to adulthood*. New York, NY US: Cambridge University Press.
- Mortimer, J. T., Zimmer-Gembeck, M. J., Holmes, M., & Shanahan, M. J. (2002). The process of occupational decision making: Patterns during the transition to adulthood. *Journal of Vocational Behavior*, 61(3), 439-465.
- Mullis, I. V. S., Martin, M. O., Kennedy, A. M., & Foy, P. (2007). IEA's progress in International Reading Literacy Study in primary school in 40 countries. Chestnut Hill, MA: Boston College TIMSS & PIRLS International Study Center.
- Murray-Harvey, R. (2010). Relationship influences on students' academic achievement, psychological health and well-being at school. *Educational and Child Psychology*, 27(1), 104-115.
- Nations, U. (1989). *Convention on the Rights of the Child*. (Document A/RES/44/25).
- Nelson, I. A., & Gastic, B. (2009). Street ball, swim team and the sour cream machine: A cluster analysis of out of school time participation portfolios. *Journal of Youth and Adolescence*, 38(9), 1172-1186.

- Nesse, R. M. (2004). Natural selection and the elusiveness of happiness. [Article]. *Philosophical Transactions of the Royal Society of London Series B-Biological Sciences*, 359(1449), 1333-1347.
- New Economics Foundation. (2009). National Accounts of Well-being, from <http://www.nationalaccountsowellbeing.org/learn/measuring/>
- New Zealand Government. (2010). Local Government Act 2002, No 84, Public Act. *New Zealand Legislation: Acts* Retrieved 10 November, 2010, 2010
- New Zealand National Party. (2012). School based initiatives fact sheet, 2012, from http://www.national.org.nz/youth/YouthMentalHealthproject_SchoolBasedInitiatives_Nat.pdf
- New Zealand Qualifications Authority. (2010). Assessment of standards. Retrieved from <http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/assessment-of-standards>
- New Zealand Qualifications Authority. (2011). National Certificate of Educational Achievement. Retrieved from <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/>
- Ng, A. K., Ho, D. Y. F., Wong, S. S., & Smith, I. (2003). In search of the good life: A cultural odyssey in the east and west. [Review]. *Genetic Social and General Psychology Monographs*, 129(4), 317-363.
- Ng, Y. K. (2001, Jan 05-07). *From preference to happiness: Towards a more complete welfare economics*. Paper presented at the 113th Annual Meeting of the American-Economics-Association, New Orleans, Louisiana.
- Niemiec, C. P., & Ryan, R. M. (2009). Autonomy, competence, and relatedness in the classroom. *Theory & Research in Education*, 7(2), 133-144.
- Noddings, N. (2003). *Happiness and education*. Cambridge: Cambridge University Press.
- Noddings, N. (2005). What does it mean to educate the whole child? *Educational Leadership*, 63(1), 8-13.
- Noddings, N. (2006). Educating whole people: A response to Jonathan Cohen. *Harvard Educational Review*, 76(2), 238-242.
- Noddings, N. (2008a). All our students thinking. *Educational Leadership*, 65(5), 8-13.
- Noddings, N. (2008b). Schooling for democracy. *Phi Delta Kappan*, 90(1), 34-37.
- Nolan, C., Openshaw, R., McKinnon, D., & Soler, J. (1992). School-based curriculum innovation: Avoiding the subject? In G. McCulloch (Ed.), *The school curriculum in New Zealand: history, theory, policy and practice* (pp. 139-164). Palmerston North: The Dunmore Press.
- Nolet, V. (2009). Preparing sustainability-literate teachers. *Teachers College Record*, 111(2), 409-422.
- Nussbaum, M. (2000). *Women and human development: The capabilities approach*. Cambridge: Cambridge University Press.
- Nussbaum, M. (2005). Mill between Aristotle and Bentham. In L. Bruni & P. L. Porta (Eds.), *Economics and Happiness* (pp. 170-183). Oxford: Oxford University Press.
- Nussbaum, M., & Sen, A. K. (1993). *The quality of life*. Oxford: Oxford University Press.
- O'Boyle, M. W. (2000). A new millennium in cognitive neuropsychology research: The era of individual differences? *Brain and Cognition*, 42(1), 135-138.
- O'Boyle, M. W., Benbow, C. P., & Alexander, J. E. (1995). Sex differences, hemispheric laterality, and associated brain activity in the intellectually gifted. *Developmental Neuropsychology*, 11(4), 415-443.
- O'Boyle, M. W., Cunnington, R., Silk, T. J., Vaughan, D., Jackson, G., Syngeniotis, A., & Egan, G. F. (2005). Mathematically gifted male adolescents activate a unique brain network during mental rotation. *Cognitive Brain Research*, 25(2), 583-587.
- O'Boyle, M. W., & Gill, H. S. (1998). On the relevance of research findings in cognitive neuroscience to educational practice. *Educational Psychology Review*, 10(4), 397-409.
- Oakes, J. (1989). What educational indicators? The case for assessing the school context. *Educational Evaluation and Policy Analysis*, 11(2), 181-199.
- OECD. (2009). Doing better for children, from www.oecd.org/els/social/childwellbeing
- OECD. (2010). Educational research and innovation: Are the new millennium learners making the grade? Technology use and educational performance in PISA 2006. Retrieved from <http://www.oecd.org/dataoecd/33/40/45053490.pdf>

- Okun, M. A., & Stock, W. A. (1984). Quality of research on correlates of subjective well-being in adulthood. *Experimental Aging Research*, 10(3), 161-163.
- Okun, M. A., Stock, W. A., Haring, M. J., & Witter, R. A. (1984). The social activity subjective well-being relation: A quantitative synthesis. *Research on Aging*, 6(1), 45-65.
- Oldfather, P., & Thomas, S. (1998). What does it mean when high school teachers participate in collaborative research with students on literacy motivations? *Teachers College Record*, 99(4), 647-691.
- Oreopoulos, P. (2007). Do dropouts drop out too soon? Wealth, health and happiness from compulsory schooling. *Journal of Public Economics*, 91(11-12), 2213-2229. doi: 10.1016/j.jpubeco.2007.02.002
- Orr, D. (1992). *Ecological literacy: Education and the transition to a postmodern world*. Albany: State University of New York Press.
- Orr, D. (1994). *Earth in mind: On education, environment, and the human prospect*. Washington, DC: Island Press.
- Osgood, D. W., Ruth, G., Eccles, J. S., Jacobs, J. E., Barber, B. L., Settersten, R. A., Jr., . . . Rumbaut, R. n. G. (2005). Six paths to adulthood: fast starters, parents without careers, educated partners, educated singles, working singles, and slow starters *On the frontier of adulthood: Theory, research, and public policy*. (pp. 320-355). Chicago, IL: University of Chicago Press.
- Ozer, D. J., & Benet-Martinez, V. (2006). Personality and the prediction of consequential outcomes. *Annual Review of Psychology*, 57, 401-421.
- Palmer, P. (1998). *The courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco: Jossey-Bass.
- Parfit, D. (1984). *Reasons and persons*. Oxford: Clarendon Press.
- Park, N. (2004, 2003). *The role of subjective well-being in positive youth development*. Paper presented at the Conference on Positive Development - Realizing the Potential of Youth, Philadelphia, Pa.
- Park, N., & Peterson, C. (2006). Character strengths and happiness among young children: Content analysis of parental descriptions. *Journal of Happiness Studies*, 7(3), 323-341.
- Park, N., & Peterson, C. (2009). Achieving and sustaining a good life. *Perspectives on Psychological Science*, 4(4), 422-428.
- Parrott, L. (2002). Complexity and the limits of ecological engineering. *American Society of Agricultural Engineers*, 45(5), 1697-1702.
- Pasek, J., Feldman, L., Romer, D., & Jaieson, K. H. (2008). Schools as incubators of democratic participation: Building long-term political efficacy with civic education. *Applied Developmental Science*, 12(1), 26-37.
- Patton, G., Bond, L., Butler, H., & Glover, S. (2002, Mar 06-10). *Changing schools, changing health? Design and implementation of the Gatehouse Project*. Paper presented at the 34th Annual Meeting of the Society-for-Adolescent-Medicine, Boston, Massachusetts.
- Patton, M. Q. (2005). Qualitative research *Encyclopedia of statistics in behavioral science* Retrieved from <http://onlinelibrary.wiley.com/doi/10.1002/0470013192.bsa514/full>
- Penetito, W. (2004). *Theorising a 'place-based' education*. Paper presented at the NZARE, Wellington, New Zealand.
- Pere, R. (1991). *Te wheke: A celebration of infinite wisdom*. Ao Ako Global Learning New Zealand. Gibeorne, New Zealand.
- Peterson, C., Park, N., & Seligman, M. E. P. (2005). Orientations to happiness and life satisfaction: The full life versus the empty life. *Journal of Happiness Studies*, 6(1), 25-41.
- Peterson, C., & Seligman, M. E. P. (2004). *Character strengths and virtues : a handbook and classification*. New York: Oxford University Press.
- Petito, F., & Cummins, R. A. (2000). Quality of life in adolescence: The role of perceived control, parenting style, and social support. *Behaviour Change*, 17(3), 196-207.
- Petty, N. W., & Green, T. (2007). Measuring educational opportunity as perceived by students: A process indicator. *School Effectiveness and School Improvement*, 18(1), 67-91.
- Philippot, P., & Feldman, R. S. (2004). *The regulation of emotion*. Mahwah, NJ: Lawrence Erlbaum.

- Phillips, D. C., & Soltis, J. F. (1998). *Perspectives on learning* (3rd ed.). Larence Erlbaum.
- Piaget, J. (1950). *The psychology of intelligence*. New York: Routledge & Kegan Paul.
- Pinar, W. F., Reynolds, W. M., Slattery, P., & Taubman, P. M. (Eds.). (2006). *Understanding curriculum* (5th ed.). Pieterien, Switzerland: Peter Lang.
- Pinkus, L. (2009). Moving beyond AYP: High school performance indicators. Washington, DC: Alliance for Excellent Education.
- Pinquart, M., & Sörensen, S. (2000). Influences of socioeconomic status, social network, and competence on subjective well-being in later life: A meta-analysis. *Psychology and Aging, 15*(2), 187-224.
- Place-Based Education Collaborative. (2003). PEEC - The Place-Based Education Collaborative, from www.pecworks.org/PEEC/PEEC_Concept_Full_12-11-03.pdf
- Plagnol, A. C., & Huppert, F. A. (2010). Happy to help? Exploring the factors associated with variations in rates of volunteering across Europe. *Social Indicators Research, 97*(2), 157-176.
- Planty, M., Bozick, R., & Regnier, M. (2006). Helping because you have to or helping because you want to? Sustaining participation in service work from adolescence through young adulthood. *Youth and Society, 38*(2), 177-202.
- Polkinghorne, D. (2005). Language and meaning: Data collection in qualitative research. *Journal of Counseling Psychology, 52*(2), 137-145.
- Pope, D. (2001). *Doing school: How we are creating a generation of stressed out, materialistic, and miseducated students*. New Haven, CT: Yale University Press.
- Prins, G., & Rayner, S. (2007). Time to ditch Kyoto. *Nature, 449*, 973-975. doi: 10.1038/449973a
- Proctor, C. L., Linley, P. A., & Maltby, J. (2009). Youth life satisfaction: A review of the literature. [Review]. *Journal of Happiness Studies, 10*(5), 583-630. doi: 10.1007/s10902-008-9110-9
- Putnam, R. D. (2000). *Bowling alone: The collapse and revival of American community*. New York: Touchstone Books/Simon & Schuster.
- Qualifications and Curriculum Development Agency. (2010). Secondary curriculum: Purposes. *National Curriculum* Retrieved 29 January, 2010, from <http://curriculum.qcda.gov.uk/key-stages-3-and-4/aims-values-and-purposes/purposes/index.aspx>
- Quintini, G., Martin, J., & Martin, S. (2007). The changing nature of the school-to-work transition process in OECD countries *Discussion Paper Series, 2582*. Bonn: Institute for the Study of Labor (IZA).
- Qvortrup, J. (1997). Indicators of childhood and intergenerational dimension. In A. Ben-Arieh & H. Wintersberger (Eds.), *Monitoring and Measuring the State of Children - Beyond Survival, Eurosocal Report No. 62* (pp. 101-112). Vienna, Austria: European Centre for Social Welfare Policy and Research.
- Ramey, H. L., Busseri, M. A., Khanna, N., & Rose-Krasnor, L. (2010). Youth engagement and suicide risk: Testing a mediated model in a Canadian community sample. *Journal of Youth and Adolescence, 39*(3), 243-258.
- Randall, E. T., & Bohnert, A. M. (2009). Organized activity involvement, depressive symptoms, and social adjustment in adolescents: Ethnicity and socioeconomic satus as moderators. *Journal of Youth and Adolescence, 38*(9), 1187-1198.
- Raz, J. (2004). The role of well-being. *Philosophical Perspectives, 18*(Ethics), 269-294.
- Reis, H. T., & Gable, S. L. (2003). Event-sampling and other methods for studying everyday experience. In C. L. M. Keyes & J. Haidt (Eds.), *Flourishing: Positive psychology and the life well-lived* (pp. 129-159). Washinton, DC: American Psychological Association.
- Reis, H. T., Gable, S. L., & Judd, C. M. (2000). Event-sampling and other methods for studying everyday experience. In C. L. M. Keyes & J. Haidt (Eds.), *Handbook of research methods in social and personality psychology* (pp. 190-222). New York: Cambridge University Press.
- Reschley, A., Huebner, E., Appleton, J. V., & Antaramian, S. (2008). Engagement as flourishing: The contribution of positive emotions and coping to adolescents' engagement at school and with learning. *Psychology in the Schools, 45*(5), 419-431.

- Resh, N. B., A. (2009). Educational governance, school autonomy, and curriculum implementation: Diversity and uniformity in knowledge offerings to Israeli pupils. *Journal of Paediatrics and Child Health*, 29, S3-S9.
- Resnick, M. D., Harris, L. J., & Blum, R. W. (1993). The impact of caring and connectedness on adolescent health and well-being. [Proceedings Paper]. *Journal of Paediatrics and Child Health*, 29, S3-S9.
- Richter, L. M. (2006). Studying adolescence. *Science*, 312(5782), 1902-1905.
- Roeser, R., Eccles, J. S., & Sameroff, A. J. (2000). School as a context of early adolescents' academic and social-emotional development: A summary of research findings. *The Elementary School Journal*, 100(5), 443-471.
- Roeser, R., & Galloway, M. G. (2002). Studying motivation to learn in early adolescence: A holistic perspective. In T. Urdan & F. Pajares (Eds.), *Academic motivation of adolescents: Adolescence and education* (Vol. II, pp. 331-372). Greenwich, CT: Information Age Publishing.
- Rosenfeld, L. B., Richman, J. M., & Bowen, G. L. (2000). Social support networks and school outcomes: The centrality of the teacher. *Child and Adolescent Social Work Journal*, 17(3), 205-226.
- Ross, H., & Munn, P. (2008). Representing self-in-society: Education for citizenship and the social-subjects curriculum in Scotland. *Journal of Curriculum Studies*, 40(2), 251-275.
- Roth-Herbst, J., Borbely, C. J., Brooks-Gunn, J., & Brown, B. V. (2008). Developing indicators of confidence, character, and caring in adolescents *Key indicators of child and youth well-being: Completing the picture*. (pp. 167-196). Mahwah, NJ US: Lawrence Erlbaum Associates Publishers.
- Roth, J. L., & Brooks-Gunn, J. (2003). Youth development programs: Risk, prevention and policy. *Journal of Adolescent Health*, 32(3), 170-182.
- Rumberger, R. W., & Palardy, G. J. (2005). Test scores, dropout rates, and transfer rates as alternative indicators of high school performance. *American Educational Research Journal*, 42(1), 3-42.
- Rutherford, J. (2004). *Key Competencies in the New Zealand Curriculum: A snapshot of consultation, December 2004*. Ministry of Education. Wellington.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78.
- Ryan, R. M., & Deci, E. L. (2001). On happiness and human potentials: A review of research on hedonic and eudaimonic well-being. *Annual Review of Psychology*, 52, 141-166.
- Ryan, R. M., Huta, V., & Deci, E. L. (2008). Living well: A self-determination theory perspective on eudaimonia. *Journal of Happiness Studies*, 9(1), 139-170. doi: 10.1007/s10902-006-9023-4
- Ryan, R. M., & Lynch, J. H. (1989). Emotional autonomy versus detachment - Revisiting the vicissitudes of adolescence and young adulthood. *Child Development*, 60(2), 340-356.
- Rychen, D. S., & Salganik, L. H. (Eds.). (2003). *Key competencies for a successful life and a well functioning society*. Gottingen, Germany: Hogrefe & Huber.
- Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, 57, 1069-1081.
- Ryff, C. D., Leffert, N., & Vraa, R. (2003). The relation of community developmental attentiveness to adolescent health. *American Journal of Health Behavior*, 27, S22-S34.
- Ryff, C. D., & Singer, B. H. (1998). The contours of positive human health. *Psychological Inquiry*, 9(1), 1-28.
- Ryff, C. D., & Singer, B. H. (2008). Know thyself and become what you are: A eudaimonic approach to psychological well-being. *Journal of Happiness Studies*, 9(1), 13-39. doi: 10.1007/s10902-006-9019-0
- Scales, P. C. (1999, 1998). *Reducing risks and building developmental assets: Essential actions for promoting adolescent health*. Paper presented at the Annual Meeting of the American-School-Health-Association, Colorado Springs, Colorado.
- Scanlon, T. (1993). The quality of life. In M. C. Nussbaum, A. K. Sen & World Institute for Development Economics Research (Eds.). Oxford: Oxford University Press.
- Schlarman, J. G., Metzger-Blau, S., & Schnepf, W. (2008). The use of health-related quality of life (HRQOL) in children and adolescents as an outcome criterion to evaluate family oriented

- support for young carers in Germany: an integrative review of the literature. [Article]. *Bmc Public Health*, 8, 10.
- Schmidt, J. A., Shernoff, D. J., & Csikszentmihalyi, M. (2007). Individual and situational factors related to the experience of flow in adolescence: A multilevel approach. In A. D. Ong & M. H. M. van Dulmen (Eds.), *Oxford handbook of methods in positive psychology* (pp. 542-558). Oxford: Oxford University Press.
- Schmutte, P. S., & Ryff, C. D. (1997). Personality and well-being: Reexamining methods and meanings. *Journal of Personality and Social Psychology*, 73(3), 549-559.
- Scitovsky, T. (1976). *The joyless economy : an inquiry into human satisfaction and consumer dissatisfaction*. New York: Oxford University Press.
- Sedikides, C., & Brewer, M. B. (2001). *Individual self, relational self, collective self*. Philadelphia: Psychology Press.
- Seikkula-Leino, J. (2011). The implementation of entrepreneurship education through curriculum reform in Finnish comprehensive schools. *Journal of Curriculum Studies*, 43(1), 69-85.
- Seligman, M. (2002). *Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment*. New York: Free Press.
- Seligman, M. (2011). *Flourish: A visionary new understanding of happiness and well-being*. New York: Free Press.
- Seligman, M., & Csikszentmihalyi, M. (2000). Positive psychology. *American Psychologist*, 55(1), 5.
- Seligman, M., Ernst, R., Gillham, J., Reivich, K., & Linkins, M. (2009). Positive education: Positive psychology and classroom interventions. *Oxford Review of Education*, 35(3), 293-311.
- Seligman, M., & Royzman, E. (2003). Three traditional theories. *Authentic happiness: Using the new positive psychology*. Retrieved from www.authentichappiness.sas.upenn.edu/newsletter.aspx
- Sen, A. K. (1985). *Commodities and capabilities*. Oxford: Elsevier.
- Sen, A. K. (1999). *Development as freedom* (1st. ed.). New York: Knopf.
- Sen, A. K., Muellerbauer, J., & Hawthorn, G. (1987). *The standard of living*. Cambridge: Cambridge University Press.
- Settersten, R. A., Frank F. Furstenberg, J., & Rumbaut, R. G. (2005). *On the frontier of adulthood: Theory, research, and public policy*. Chicago: University of Chicago Press.
- Shah, J. (2003a). Automatic for the people: How representations of significant others implicitly affect goal pursuit. *Journal of Personality and Social Psychology*, 84(4), 661-681.
- Shah, J. (2003b). The motivational looking glass: How significant others implicitly affect goal appraisals. *Journal of Personality and Social Psychology*, 85(3), 424-439.
- Shah, J. (2006). When your wish is my desire: A triangular model of self-regulatory relationships. In K. D. Vohs & E. Finkel (Eds.), *Self and relationships: Connecting intrapersonal and interpersonal processes* (pp. 387-406). New York: Guilford Press.
- Shear, L., Means, B., Mitchell, K., House, A., Gorges, T., Joshi, A., . . . Shkolnik, J. (2008). Contrasting paths to small school reform: Results of a 5-year evaluation of the Bill and Melinda Gates Foundation's National High Schools Initiative. *Teachers College Record*, 110(9), 1986-2039.
- Shernoff, D. J., & Schmidt, J. A. (2008). Further evidence of an engagement-achievement paradox among U.S. high school students. *Journal of Youth and Adolescence*, 37(5), 564-580.
- Shulman, J., Lotan, R. A., & Whitcomb, J. A. (Eds.). (1998). *Groupwork in diverse classrooms: A casebook for educators*. New York: Teachers College Press.
- Siegel, D. J. (2007). *The mindful brain: Reflection and attunement in the cultivation of well-being* (1 ed.). New York: W.W. Norton & Company.
- Simon, H. A. (1957). *Models of man*. New York: Wiley.
- Singh, N. N., Lancioni, G. E., Singh, A. N., Winton, A. S. W., Singh, J., McAleavey, K. M., & Adkins, A. D. (2008). A mindfulness-based health wellness program for an adolescent with prader-willis syndrome. *Behavior Modification*, 32(2), 167-181.
- Sirgy, M. J., Michalos, A. C., Ferriss, A. L., Easterlin, R. A., Patrick, D., & Pavot, W. (2006). The quality-of-life (QOL) research movement: Past, present, and future. *Social Indicators Research*, 76(3), 343-466. doi: 10.1007/s11205-005-2877-8

- Skilbeck, M. (2005). School-based curriculum development. In A. Lieberman (Ed.), *The roots of educational change* (pp. 109-132). The Netherlands: Springer.
- Smith, G. (2002). Place-based education: Learning to be where we are. *Phi Delta Kappan*, 83(584-594).
- Smith, L. T. (1999). *Decolonizing methodologies: Research and indigenous peoples*. Dunedin: University of Otago Press.
- Snyder, C. R. (2005). Measuring hope in children. *Adolescent & Family Health*, 4(1), 1-1.
- Soutter, A. (2011). What can we learn about wellbeing in school. *Journal of Student Wellbeing*, 5(1), 1-21.
- Soutter, A., Gilmore, A., & O'Steen, B. (2011). How do high school youths' educational experiences relate to well-being? Towards a trans-disciplinary conceptualization. *Journal of Happiness Studies*, 12(4), 594-631.
- Soutter, A., O'Steen, B., & Gilmore, A. (2012). Wellbeing in the New Zealand Curriculum *Journal of Curriculum Studies*, 44(1), 111-142.
- Soutter, A., O'Steen, B., & Gilmore, A. (2013). The Student Wellbeing Model: A conceptual framework for the development of student wellbeing indicators. *International Journal of Adolescence and Youth*. doi: 10.1080/02673843.2012.754362
- Soutter, A., O'Steen, B., & Gilmore, A. (in press). Thoughts and experiences of New Zealand senior secondary students and their teachers regarding what it means to be well in school. *Journal of Student Wellbeing*.
- SPINZ. (2006). School-based suicide prevention. *SPINZ News*, (4). Retrieved from <http://www.spinz.org.nz/page/49-Archive+Issue-4#7>
- Stake, R. E. (2005). Qualitative case studies. In N. K. Denzin & Y. S. Lincoln (Eds.), *The sage handbook of qualitative research* (Vol. 3). Thousand Oaks: Sage.
- Steele, C. M., & Aronson, J. (1995). Stereotype threat and the intellectual test performance of African Americans. *Journal of Personality and Social Psychology*, 69(5), 797-811.
- Steinberg, L., & Lerner, R. M. (2004). The scientific study of adolescence: A brief history. *The Journal of Early Adolescence*, 24(1), 45-54.
- Steinberg, L., & Morris, A. S. (2001). Adolescent development. *Annual Review of Psychology*, 52, 83-110.
- Sternberg, R. J. (2004). What is wisdom and how can we develop it? *Annals of the American Academy of Political and Social Science*, 591, 164-174.
- Sternberg, R. J., & Grigorenko, E. L. (2004). Intelligence and culture: How culture shapes what intelligence means, and the implications for a science of well-being. *Philosophical Transactions of the Royal Society of London Series B-Biological Sciences*, 359(1427-1434). doi: 10.1098/rstb.2004.1514
- Stevens, L. P., Hunter, L., Pendergast, D., Carrington, V., Bahr, N., Kapitzke, C., & Mitchell, J. (2007). Re-conceptualizing the possible narratives of adolescence. *Australian Educational Researcher*, 34(2), 107-127.
- Stevenson, B., & Wolfers, J. (2008). Economic growth and subjective well-being: Reassessing the easterlin paradox. *Brookings Papers on Economic Activity*, 1-87.
- Stiglitz, J., Sen, A., & Fitoussi, J.-P. (2009). The measurement of economic performance and social progress revisited. In C. o. t. M. o. E. P. a. S. Progress (Ed.). Paris.
- Stoeber, J., & Stoeber, F. S. (2009). Domains of perfectionism: Prevalence and relationships with perfectionism, gender, age, and satisfaction with life. *Personality and Individual Differences*, 46(4), 530-535. doi: 10.1016/j.paid.2008.12.006
- Strumpfer, D. J. W. (2006). The strengths perspective: Fortigenesis in adult life. *Social Indicators Research*, 77(1), 11-36. doi: 10.1007/s11205-005-5551-2
- Stryker, S. (1980). *Symbolic interactionism: A social structural version*. Menlo Park, CA: Cummings.
- Stryker, S., & Serpe, R. T. (1982). Commitment, identity salience, and role behavior: Theory and research example. In W. Ickes & E. S. Knowles (Eds.), *Personality, roles and social behavior* (pp. 199-218). New York: Springer-Verlag.
- Stutzer, A., & Frey, B. S. (2008). Stress that doesn't pay: The commuting paradox. *Scandinavian Journal of Economics*, 110(2), 339-366. doi: 10.1111/j.1467-9442.2008.00542.x

- Sugden, R. (2005). Correspondence of sentiments: An explanation of the pleasure of social interaction. In L. Bruni & P. L. Porta (Eds.), *Economics and Happiness: Framing the Analysis* (pp. 91-115). Oxford: Oxford University Press.
- Suldo, S. M., Michalowski, J., Minch, D., & Thalji, A. (2008). Best practices in evaluating student-teacher relations and students' functioning. *Communique (0164775X)*, 37(2), 16-17.
- Suldo, S. M., Riley, K. N., & Shaffer, E. J. (2006). Academic correlates of children and adolescents' life satisfaction. *School Psychology International*, 27(5), 567-582.
- Suldo, S. M., Shaffer, E. J., & Riley, K. N. (2008). A social-cognitive-behavioral model of academic predictors of adolescents' life satisfaction. [Article]. *School Psychology Quarterly*, 23(1), 56-69. doi: 10.1037/1045-3830.23.1.56
- Sylwester, R. (2007). *The adolescent brain: reaching for autonomy*. Thousand Oaks, CA: Sage Publications.
- Taillefer, M. C., Dupuis, G., Roberge, M. A., & Le May, S. (2003). Health-related quality of life models: Systematic review of the literature. [Review]. *Social Indicators Research*, 64(2), 293-323.
- Tajfel, H. (1981). *Human groups and social categories: Studies in social psychology*. Cambridge: Cambridge University Press.
- Tajfel, H., & Turner, J. C. (1986). The social identity theory of intergroup behavior. In S. Worchel & Q. Austin (Eds.), *Psychology of intergroup relations* (pp. 7-24). Chicago: Nelson Hall.
- Tao, H.-L., & Chiu, S.-Y. (2009). The effects of relative income and absolute income on happiness. *Review of Development Economics*, 13(1), 164-174.
- Tatarkiewicz, W. (1976). *Analysis of happiness*. The Hague: Nijhoff.
- Te Kete Ipurangi. (2010). English in the New Zealand Curriculum, from http://www.tki.org.nz/r/language/curriculum/toc_e.php
- Tesch, R. (1990). *Qualitative research: Analysis types and software tools*. New York: Falmer.
- Theokas, C. (2005). *Promoting positive development in adolescence: Measuring and modeling observed ecological assets*. 65, ProQuest Information & Learning, US. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2005-99012-074&site=ehost-live>
- Thinley, J. Y. (2007). *What is Gross National Happiness?* Paper presented at the Rethinking Development: Proceedings of the Second International Conference on Gross National Happiness.
- Tierney, J. (2011, 30 April, 2011). How happy are you? A census wants to know, *New York Times*. Retrieved from <http://www.nytimes.com/2011/05/01/us/01happiness.html>
- Trzcinski, E., & Holst, E. (2008). Subjective well-being among young people in transition to adulthood. *Social Indicators Research*, 87(1), 83-109.
- Turner, J. C., Hogg, M. A., Oakes, P. J., Reicher, S. D., & Wetherall, M. S. (1987). *Rediscovering the social group: A self-categorization theory*. Oxford: Blackwell.
- Tversky, A., & Kahneman, D. (1974). Judgment under uncertainty: Heuristics and biases. *Science*, 185(4157), 1124-1131.
- Tyack, D. B. (1974). *The one best system: A history of American urban education*. Cambridge, MA: Harvard University Press.
- UNICEF. (2007). Child poverty in perspective: An overview of child well-being in rich countries. In UNICEF (Ed.), *Innocenti report card series*. Florence: UNICEF Innocenti Research Centre.
- International Covenant on Economic, Social and Cultural Rights (1966).
- Convention on the Rights of the Child (1989).
- United Nations. (2009). The Millennium Development Goals Report. In D. o. E. a. S. A. I. -A. a. E. G. o. M. Indicators (Ed.). New York: United Nations.
- United Nations. (2010). *Keeping the promise: United to achieve the Millennium Development Goals*. (65.13). Retrieved from <http://www.un.org/en/mdg/summit2010/pdf/mdg%20outcome%20document.pdf>.

- Urry, H. L., Nitschke, J. B., Dolski, I., Jackson, D. C., Dalton, K. M., Mueller, C. J., . . . Davidson, R. J. (2004). Making a life worth living - Neural correlates of well-being. *Psychological Science*, 15(6), 367-372.
- Van Ryzin, M. J., Gravely, A. A., & Roseth, C. J. (2009). Autonomy, belongingness, and engagement in school as contributors to adolescent psychological well-being. [Article]. *Journal of Youth and Adolescence*, 38(1), 1-12. doi: 10.1007/s10964-007-9257-4
- Vazsonyi, A. T., & Snider, J. B. (2008). Mentoring, competencies, and adjustment in adolescents: American part-time employment and European apprenticeships. *International Journal of Behavioral Development*, 32(1), 46-55.
- Veenhoven, R. (2002). Why social policy needs subjective indicators. *Social Indicators Research Series*, 11(1), 33-45. doi: DOI: 10.1007/0-306-47513-8_3
- Veenhoven, R. (2009). World database of happiness. Retrieved 18 September, 2009, from Erasmus University Rotterdam <http://worlddatabaseofhappiness.eur.nl>
- Vella-Brodrick, D. A., Park, N., & Peterson, C. (2009). Three ways to be happy: Pleasure, engagement, and meaning: Findings from Australian and US samples. *Social Indicators Research*, 90(2), 165-179.
- Vohs, K. D., & Finkel, E. J. (Eds.). (2006). *Self and relationships*. New York: Guildford Press.
- Vohs, K. D., Mead, N. L., & Goode, M. R. (2006). The psychological consequences of money. *Science*, 314, 1154.
- Wade, R., & Parker, J. (2008). EFA-ESC dialogue: Educating for a sustainable world. In UNESCO (Ed.), *Education for sustainable development policy dialogue*. Paris: UNESCO.
- Wagner, T. (2008). *The global achievement gap: Why even our best schools don't teach the new survival skills our children need--and what we can do about it*. New York: Basic Books.
- Waterman, A. S. (1990). Personal expressiveness: Philosophical and psychological foundations. *Journal of Mind and Behavior*, 11(1), 47-73.
- Waterman, A. S. (1993). 2 Conceptions of happiness - Contrasts of personal expressiveness (eudaimonia) and hedonic enjoyment. *Journal of Personality and Social Psychology*, 64(4), 678-691.
- Waterman, A. S. (2007). On the importance of distinguishing hedonia and eudaimonia when contemplating the hedonic treadmill. *American Psychologist*, 62(6), 612-613. doi: 10.1037/0003-066x62.6.612
- Waterman, A. S. (2008). Reconsidering happiness: A eudaimonist's perspective. *The Journal of Positive Psychology*, 3(4), 234-252.
- Waters, S. K., Cross, D. S., & Runions, K. (2009). Social and ecological structures supporting adolescent connectedness to school: A theoretical model. *Journal of School Health*, 79(11), 516-524.
- Watson, D., & Clark, L. A. (1997). Extraversion and its positive emotional core. In R. Gilman, E. S. Huebner & M. J. Furlong (Eds.), *Handbook of positive psychology in schools* (pp. 229-243). New York: Routledge/Taylor & Francis Group.
- Weiss, A., Bates, T. C., & Luciano, M. (2008). Happiness is a personal(ity) thing: The genetics of personality and well-being in a representative sample. *Psychological Science*, 19(3), 205-210.
- Wentzel, K., Baker, S., & Russell, S. (2009). Peer relationships and positive adjustment at school. In R. Gilman, E. S. Huebner & M. J. Furlong (Eds.), *Handbook of positive psychology in schools* (pp. 229-243). New York: Routledge/Taylor & Frances Group.
- White, J. (2007). Wellbeing and education: Issues of culture and authority. *Journal of Philosophy of Education*, 41, 17-28.
- White, J. (Ed.). (2003). *Rethinking the school curriculum: Values, aims and purposes*. London: Routledge.
- White, R., & Wyn, J. (2008). *Youth and society: Exploring the social dynamics of youth experience* (2nd ed.). Melbourne: Oxford University Press.
- Whitlock, J. (2007). The role of adults, public space, and power in adolescent community connectedness. *Journal of Community Psychology*, 35(4), 499-518.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

- Wills, E. (2009). Spirituality and subjective well-being: Evidences for a new domain in the Personal Well-Being Index. *Journal of Happiness Studies*, 10(1), 49-69. doi: 10.1007/s10902-007-9061-6
- Wilson, J. (2000). Volunteering. [Review]. *Annual Review of Sociology*, 26, 215-240.
- Wingspread Conference. (2004). Wingspread declaration on school connections. *Journal of School Health*, 74(7), 233-234.
- Winter, C. (2007). Education for sustainable development and the secondary curriculum in English schools: Rhetoric or reality? *Cambridge Journal of Education*, 37(3), 337-354.
- World Health Organization. (1946, 19 June - 22 July 1946). *Preamble to the Constitution of the World Health Organization*. Paper presented at the International Health Conference, New York.
- World Health Organization. (2009). Adolescent health and development. *Child and adolescent health* Retrieved 10.2.2010, 2010, from http://www.searo.who.int/EN/Section13/Section1245_4980.htm
- World Health Organization. (2011). Global school health initiative Retrieved 15 June, 2011, from http://www.who.int/school_youth_health/gshi/en/
- World Health Organization. (2013). Health promoting schools. *Healthy Settings* Retrieved 4 February, 2013, from <http://www.who.int/inf-fs/en/fact092.html>
- Wyn, J. (2007). Learning to become somebody well: Challenges for educational policy. *Australian Educational Researcher*, 34(3), 35-52.
- Wyn, J., Cahill, H., Holdsworth, R., Rowling, L., & Carson, S. (2000). MindMatters, a whole-school approach promoting mental health and wellbeing. [Article]. *Australian and New Zealand Journal of Psychiatry*, 34(4), 594-601.
- Youniss, J., McLellan, J. A., Su, Y., & Yates, M. (1999). The role of community service in identity development: Normative, unconventional, and deviant orientations. *Journal of Adolescent Research*, 14(2), 248-261.
- Zeldin, S., & Topitzes, D. (2002). Neighborhood experiences, community connection and positive beliefs about adolescents among urban adults and youth. *Journal of Community Psychology*, 30(6), 647-669.

Deputy Vice-Chancellor's Office
Postgraduate Office

Co-Authorship Form

This form is to accompany the submission of any PhD thesis that contains research reported in co-authored work that has been published, accepted for publication, or submitted for publication. A copy of this form should be included for each co-authored work that is included in the PhD thesis. Completed forms should be included at the front (after the thesis abstract) of each copy of the thesis submitted for examination and library deposit (including electronic copy).

Please indicate the chapter/section/pages of this thesis that are extracted from co-authored work and provide details of the publication or submission from the extract comes:

Chapter 3 – How is wellbeing defined in the academic community?

Soutter, Gilmore, & O'Steen (2011). How do high school youths' educational experiences relate to well-being? Towards a trans-disciplinary conceptualization. *Journal of Happiness Studies*, 12(4), 594-631.

Chapter 4 – How is wellbeing defined and applied in the New Zealand Curriculum and by the participating school's curriculum?

Soutter, O'Steen & Gilmore (2012). Wellbeing in the New Zealand Curriculum. *Journal of Curriculum Studies*, 44(1), 111-142.

Chapter 6 – How do students and their teachers conceptualise and experience wellbeing in the senior secondary context?

Soutter, O'Steen & Gilmore (2012). Understandings and experiences of wellbeing in a New Zealand senior secondary context. *Journal of Student Wellbeing*.

Please detail the nature and extent (%) of contribution by the PhD candidate:

100% contribution by Annie Soutter.

In Chapter 1 of her thesis, Annie describes the extent of her contribution to the 3 publications where Professor Gilmore and I are listed as co-authors with:

My supervisors contributed valuable assistance with the editing process, as well as raising thought-provoking questions about theory and structure that ultimately assisted in the streamlining and clarity of the writing and delivery (p. 11).

While Professor Gilmore and I are listed as co-authors, our contribution to the publications, and eventual thesis chapters, was what would typically be expected of thesis supervisors anyway – editing and suggestions that focused on asking Annie further questions in developing her thinking. In my estimation, she was being quite generous to list Professor Gilmore and I as co-authors because she did all of the work.

Please list the co-authors and the nature and extent of the contribution by each below:

Name: **Dr Billy O'Steen** Contribution: **editing and questioning for each publication**

Name: **Professor Alison Gilmore** Contribution: **editing and questioning for each publication**

Name: Contribution:


Certification by Co-authors:

The undersigned certify that:

- The above statement correctly reflects the nature and extent of the PhD candidate's contribution to this work and the nature and contribution of each of the co-authors
- In cases where the PhD candidate was the lead author of the co-authored work he or she wrote the text

Name: **Dr Billy O'Steen**

Signature:



Date: **26 May 2012**

Name: **Professor Alison Gilmore** Signature:

Date:

Name:

Signature:

Date:

Appendix B – Lesson Plan for three-day teaching and learning event (Chapter 5)

Pupil Voice: Conceptualising Well-Being

Day 1

Grabber:

- Blow up balloon and let it go
- Explain this a source of great joy for Madeleine and Katie

OC: *Some students laughed too, and this would be a good hook for getting them talking about silliness, happiness and well-being*

Discuss Agenda

Warm-Up Drawing Activity:

- Write the following phrases on the board:
 - Well-Being; that which makes life worth living: good life; happiness, health and/or prosperity; satisfaction, pleasant feelings and few unpleasant feelings
- Explain that these are different ways of representing “well-being”
- Hand out bland sheets of paper and coloured pencils/pens
- Ask students to visually represent what comes to mind when they read and think about these phrases

OC: *Students enjoyed this process immensely. They chatted as they worked, but were focused on their papers and the tone and energy was positive*

I asked if they had the opportunity to do this much, and the answer was, ‘we’re having a colouring competition for a draw’, kind of like what a restaurant might do, but no, very little metaphorical drawing if any in class.

Scales and Questionnaires:

- Distribute the following questionnaires to students:
 - Multidimensional students’ life satisfaction scale (MSLSS; Huebner)
 - St. Louis Students as Allies Survey (What Kids Can Do)
 - Life Satisfaction (Diener www.psych.uiuc.edu/~ediencer/hottopic/hottopic.html)
- Ask students to complete the surveys
- Choose an alias and write them on the three surveys plus the drawings

OC: *Students were chatting throughout this process. Some questions they seemed to laugh about include: “I I think I am good looking” “I like where I live” “This town is filled with mean people” from the MSLSS – from the St. Louis, the topic of discussion seemed to revolve around the “My school respects all races and cultures” As questions got more personal, they weren’t talking with each other as much.*

Small Group Sharing

- Ask students to join up with others and respond to the exercises
- If they are willing, have them share their pictures and discuss thoughts/reactions to the scales. What questions did they raise?
- Have the following questions on the board to guide discussion:

- What is your definition of “well-being”? (originally I planned on using “good life”
- How would you describe someone with well-being?
- How does one have/get well-being?
- Does well-being depend on a) what you’re doing? B) who you are with? C) where you are?
- What about school should stay the same, or would have to change in order to make sure akonga experience well-being from 8-3?
- Ask students to come up with three things from the discussion of #5 to write up on the board

OC: Because I lost 10 minutes at the beginning of class moving rooms, I didn’t have as much time for this last part. Instead, I had students write down responses from the discussion on post it notes. This was not well-done. I should have clarified the questions or have been around the room more, and I should have put them into random groups too, because by now, they were more interested in chatting with each other than focusing on this, with the exception of a few groups

Large Group Sharing

- What are some of the common themes?
- What of these things can be affected/changed/impacted on by you? By your teachers? By the school? By NCEA?
- Put up a transparency of the Record of Learning and ask, of the things you did today, which best represents well-being as you define it?

OC: This didn’t happen

Feedback Experience One

- Ask students to provide feedback on this particular approach to teaching, specifically commenting on the drawing exercise, the self-evaluation via surveys, the small and large group discussions, the mixture of all.

OC: With just a few minutes available, I asked one or two students for oral feedback and had them all do a thumbs up thumbs down rating on the day.

Day 2

Grabber:

- Go over some of the survey results
- Students were all at least slightly satisfied with their lives
- Explain a bit about the research into well-being and why their perspective is relevant and necessary

Round Robin Exercise

- Refer students to the butcher paper hanging up around the room organized as follows:
 - Physical; Social; Emotional; Spiritual; Cognitive/Academic
 - A. How do you define _____ well-being
 - B. Should senior secondary school be concerned with the promotion of _____ well-being?
 - If yes, what recommendations would you make to : Ms Brokenshire, the Board of Trustees, the National Qualifications Authority (NCEA people); and/or the Ministry of Education so that _____ well-being is a focus for senior secondary education?
- Divide students into groups and have each group choose one colour
- Students are to visit each station as a group, read the question and respond.
- After the first shift (5 minutes) students travel clockwise to the next station.
- They are to read what has been written, respond to what has been stated and add to/comment/disagree as appropriate
- After visiting each, they are to end on their first station, read all that has been written, and write one final comment/summary statement/question and circle it.

OC: *This has lots of potential, but it would need to have been practiced before, I think. Also, I didn't have the energy to keep on track of wavering groups, nor did I have the 'in' on them to keep on them as I would have in my classes. I don't think they behaved any differently than they would have had I been the regular teacher, but my ability to focus their attention would have been different. Three groups were on it, two were not. I should have divided them myself, to separate the 'friends', but I was thinking on the off chance they would really get into it, being comfortable with their peers would have really added something. I should have known better, though, my gut was to split groups. Mostly because it's already different that I'm there and that they were doing this. In split groups, I could have played a more active role getting around and checking on their responses. Moreover, Pat wasn't there. Had she been, I think I would have gotten a bit more focus from them. In terms of different ability levels, I think all 'got' this exercise, even the students who tend to have more difficulty focusing in and comprehending directions, though once they get started they are fine. Also, the spirituality one really did get them talking more, and I think there should have been opportunity to get into a debate about character education.*

Group Production Work

- Regroup students and explain that their job is to take what we've done so far as a warm-up and now that the idea is (hopefully) fresh in their mind about well-being, to take the opportunity to envision what schooling could be like to this end.
- Hand out Cohen et al.'s Indicators of School Climate handout with the following categories (Safety, Teaching and Learning, Institutional Environment, Interpersonal Relationships)
- Each of the five groups is to focus on one aspect (two on t and l, one on t, one on l)
- Explain that they are to present a proposal to an audience of their choice for ways schools could be designed to promote the well-being of students, keeping in mind the five domains we worked on earlier
- Distribute the following hand-out:

SOCIAL EMOTIONAL SPIRITUAL COGNITIVE PHYSICAL WELL-BEING
SAFETY TEACHING LEARNING ENVIRONMENT RELATIONSHIPS

You have in front of you a list describing things considered to be important for the well-being of the school community.

- 1) Your first task is to read the highlighted section on this handout.
- 2) Next, think carefully about and then discuss the ways in which HHS does well in this area.
- 3) Then identify what from your list fits into the following categories:
 - a. Physical
 - b. Social
 - c. Emotional
 - d. Academic/Cognitive
 - e. Spiritual
- 4) Your final task is to bring all this together and create and/or redesign a senior secondary school that promotes the well-being of all students, focusing specifically on your assigned area.

Possible suggestions:

- Draw a picture, diagram or create a song that reflects what this kind of school looks, feels, sounds, smells, (tastes?) like
- Prepare a three minute speech, during which all members must contribute somehow (in words, visuals or gestures), explaining your plan
- Act out a scene from a typical day-in-the-life at this fantastic school of yours

Assessment:

You and your group will be presenting a list of recommendations to an audience of your choice a) Ms. X (principal), b) the Board of Trustees, c) the National Qualifications Authority or d) the Ministry of Education (i.e. your peers, Jan, Annie)

The audience will have the opportunity to provide feedback on your performance, and you will be expected to consider and share an assessment of your contributions to this exercise, and your performance.

Thanks for your effort

- Students may use A3 paper, or butcher paper, pens, pencils, etc. to work with
- They are to try to have a rough job done by the end of the day with a few minutes to prepare Thursday before presenting to their audience

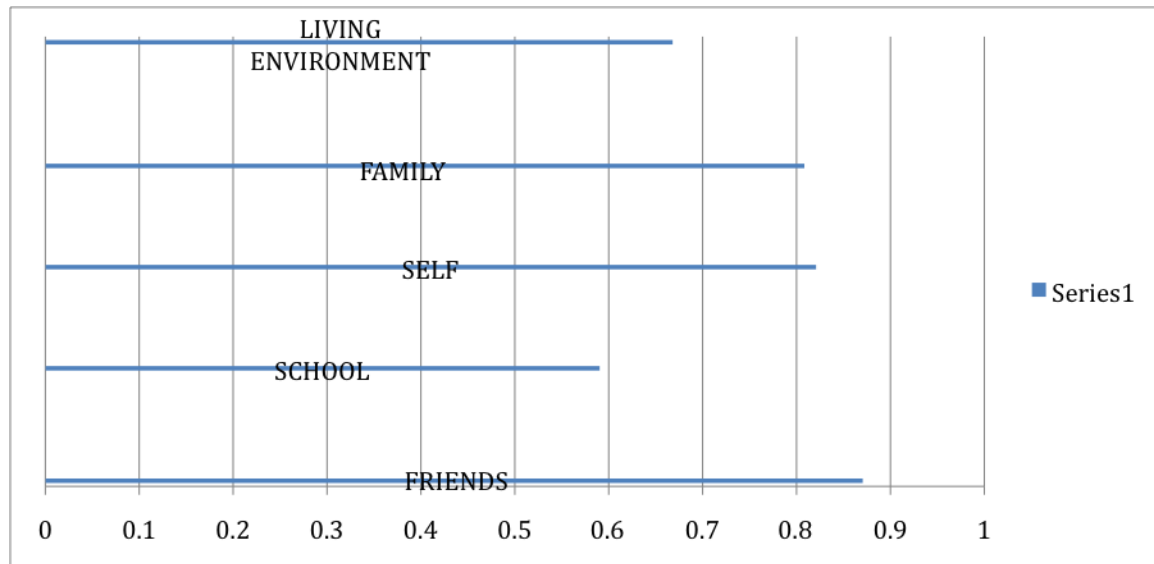
OC: Here is especially where students could have been reorganized into different groups. My original thought was to have them continue on with previous, but it may have been beneficial to have them split at this point, if for nothing else, than a change of seen and, better yet, for them to share perspectives. For the two groups that were a bit 'off' they weren't into this at all, as expected. The other three did get into it, I think, and had something to deliver at the end of the day.

I will have to think carefully about the best way for them to present their stuff.

Day 3

Introduction:

Overview of survey results



- Ask for students to respond to the figure

OC: *I didn't really format this well, nor did I devote sufficient time/attention to it. They did immediately pick out that friends/school were at the extreme. I asked if this was representative of their experiences here and they agreed. I waxed philosophical a bit at this point before moving on.*

Prepare for Presentations

- Ask student to get into groups and go through the packet of handouts which consist of:
 - Tuesday's A3 paper
 - Participant feedback form
 - Self-evaluation form
 - Evaluation of me
- Ask students to decide on one member who will *present*, one who will be the *Board of Trustees* member and one/two who will be observers
- Explain that I decided to break up the groups so that more people would have the opportunity to participate
- Go around to groups individual and explain that
 - presenters are to share their group's work, basing their presentation on the rubric I handed out for oral presentations
 - Board Members will sit across the room from the Presenter and respond to their presenter's proposal from this different view point, playing devil's advocate or supporter with rationale
 - Observers are to fill out one oral presentation feedback form for presenters and one for the observers in the group. They are to sit on the edges of the table so as to be able to see expressions, body language, etc.

OC: *This was all a bit confusing for students, but greatly helpful for me to attend to them one on one. This class in particular does seem to tune out a bit, maybe because of IE?*

Presentations

- Each group presents, Board Member Responds, ask for comments from the rest of the BoT

OC: I think this exercise has a lot of potential. I'm pretty sure it's the first time they had done something like this, so given that, they warmed up pretty quickly. There was the usual laughing/giggling when some of the more assertive students fumbled about and made a bit of a joke about it, although I think they might have equally felt a bit on the spot about it.

If I were to do it again, I would have set it up such that each BoT was to respond in some way to the presenter's proposal.

As it was, even observers jumped in, and it expanded a bit into more of a discussion, which I thought was great. Had I been teaching the class, I definitely would not have been so active in the discussion, and would have worked on getting them to broaden-and-build on what had been said.

I thought it was interesting that by the end, students really had loosened up a lot and were taking more agency in the discussion. They were not adversarial, not bitter, but they were definitely making some useful comments:

- Bully Busters needing some relooking, as it is, it's involvement in name – we didn't really get at, though, if it would be worse for there NOT to be an acknowledgement of bullying via a lack of such an organisation tic.
- Teachers needing a more active presence during breaks, implying that bullying was going on, and not many people were intervening – this was interesting in that the focus was on remediation, not prevention
- Several inferences to 'reverse racism' and that some students were receiving privileges for things that should just be, like jackets for coming to school, etc.
- More money for books vs. taxes for roads. I used this as an opportunity to consider 'trade-off's between education and safety. Trekessa did point out how it all comes around in a circle...
- I didn't bring up, though I wish I had more, family issues.

Evaluations and Chow

- Students were going to go over their own self-evals and the evals of other students in class Friday with Pat
- I handed out my own evaluation for additional feedback from them
- Some of the responses include:

Reflection handout

One thing I came to understand better this week: •	<ul style="list-style-type: none"> About other people's opinion about the school Other people's opinions of the school, it was interesting
One question that this week has raised for me:	<ul style="list-style-type: none"> Why hasn't the school repaired the school pool? Why our school does not have more community spirit
Something I appreciated about this week:	<ul style="list-style-type: none"> Chill out with my mates in English That we could have an opinion about the school in general
A suggestion I have for Annie with respect to how she can improve the learning experience for me:	<ul style="list-style-type: none"> Ask for opinion about other stuff <p>Ask for opinion about other stuff *Do this more often it would be cool</p>
A suggestion I have for Annie with respect to how she can improve her research project	<ul style="list-style-type: none"> Ask for opinion about other stuff <p>Ask for opinion about other stuff *Do this more often it would be cool</p>

A suggestion for Annie with respect to how she can improve her research project:

- Ask for opinion about other stuff

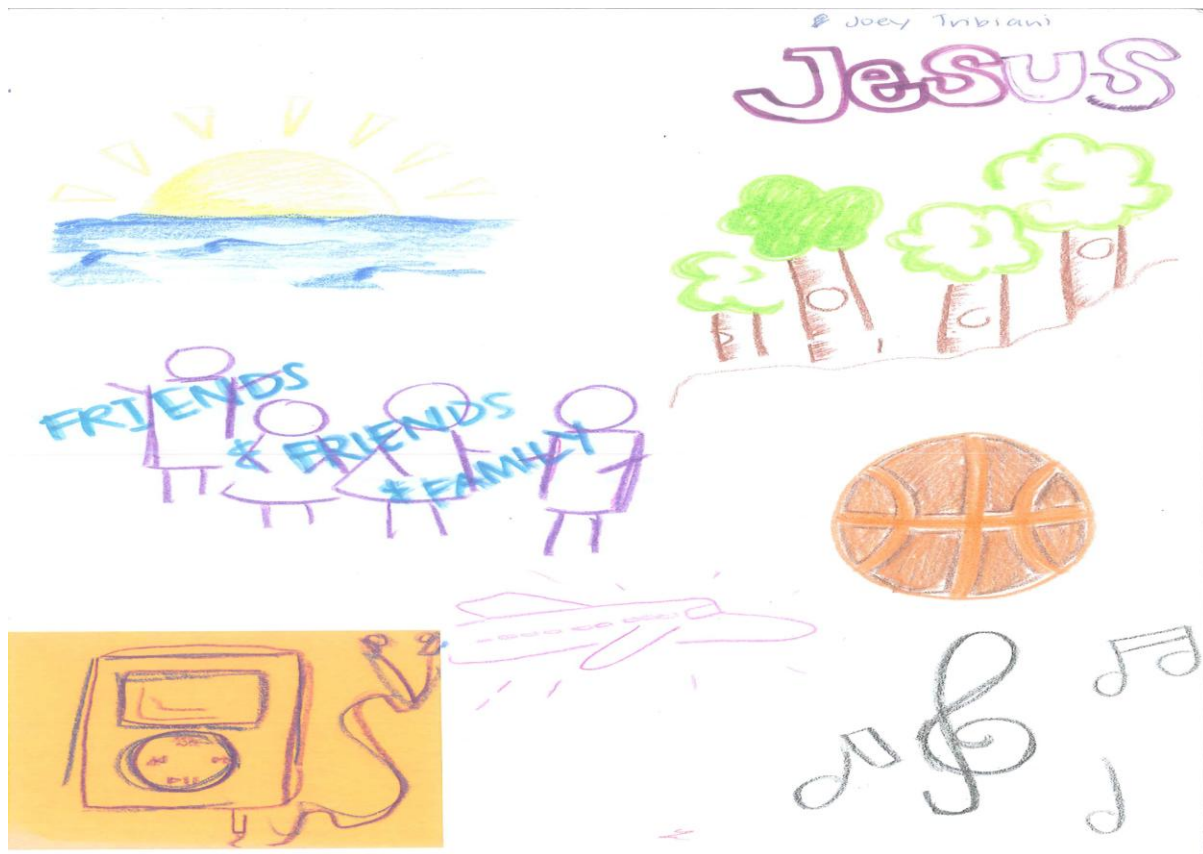
OC: Other thoughts

* Time – it took time to warm them up to me , given, but also to the thinking that needed to happen to get deeper into this. I think most research gets in and out without building that foundation and observing the 'click' when things start to 'flow'

* Questions – allow them to ask them, just not to get them to answer yours, in this way research is much like good teaching. Facilitating the exploration that is good learning... we can never be completely familiar with the foundational elements that support the steps one takes towards discovery...sociol-cultural, historical, familial, valued circumstances and conditions...they are all influential on their world view. When this world view is neglected, or deemed irrelevant in teaching and in research, we lose the context of the answers.

Appendix C – Student Drawings from 3-day teaching and learning event (Chapter 5)

For this exercise, students were provided with an A4 sheet of blank white paper, markers and coloured pencils, and were asked to visually represent





FASHION!

MUSK ↓

~~FRANZ~~

APR 24

~~Stacy~~

FTSL

~~HA HA~~

DANKA

28

M 245

PHOTO

2-10-20

Laughter!

Inspiring Quotes

Music

Spalt 4

Being loved
& Loving!

Being who
you are
or who you
want

Party of The UK around

FAMILY

AP
FRIENDS





Daniel.

Close Friends/Family



money



Health



Travel



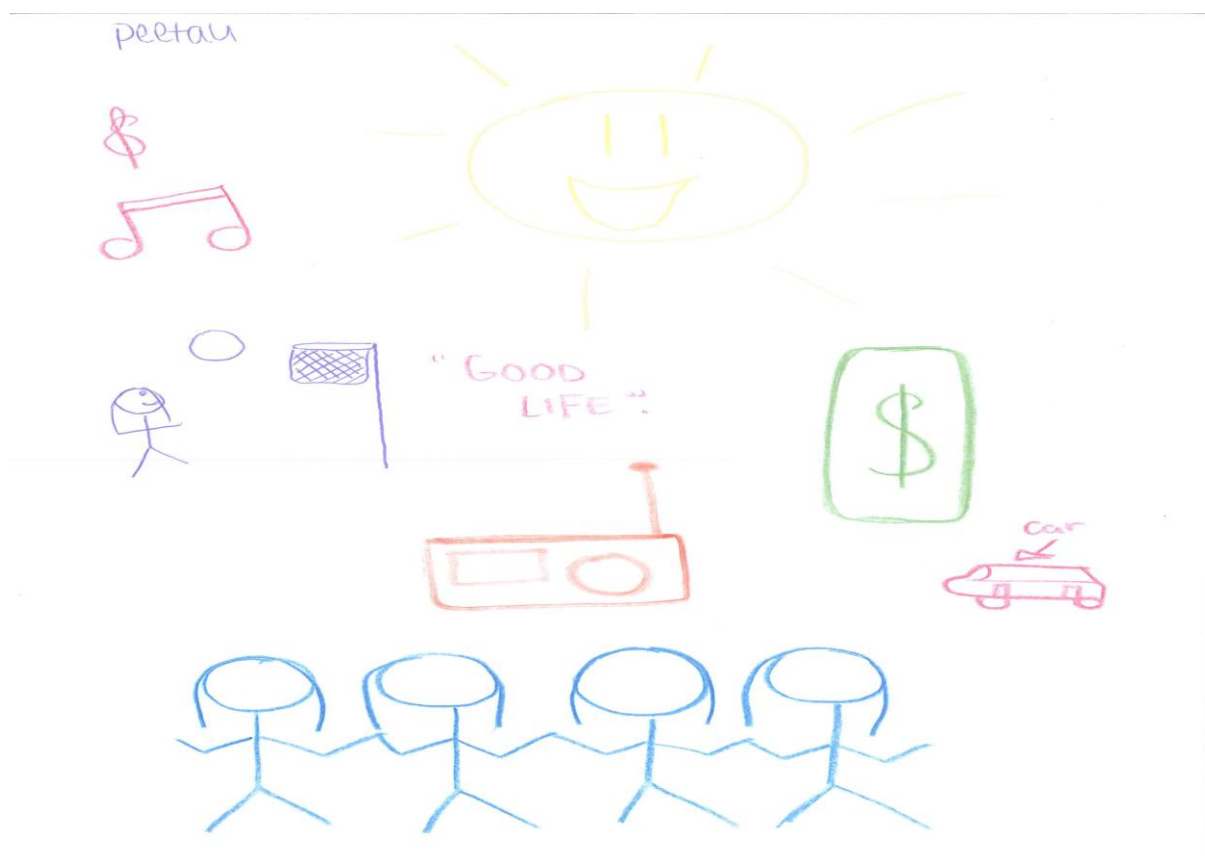
Fun



Sports/Cricket



MUSIC

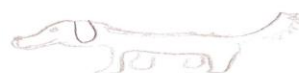


Johan Van Miltenburg

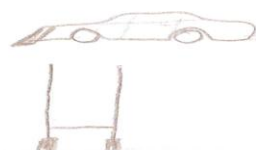


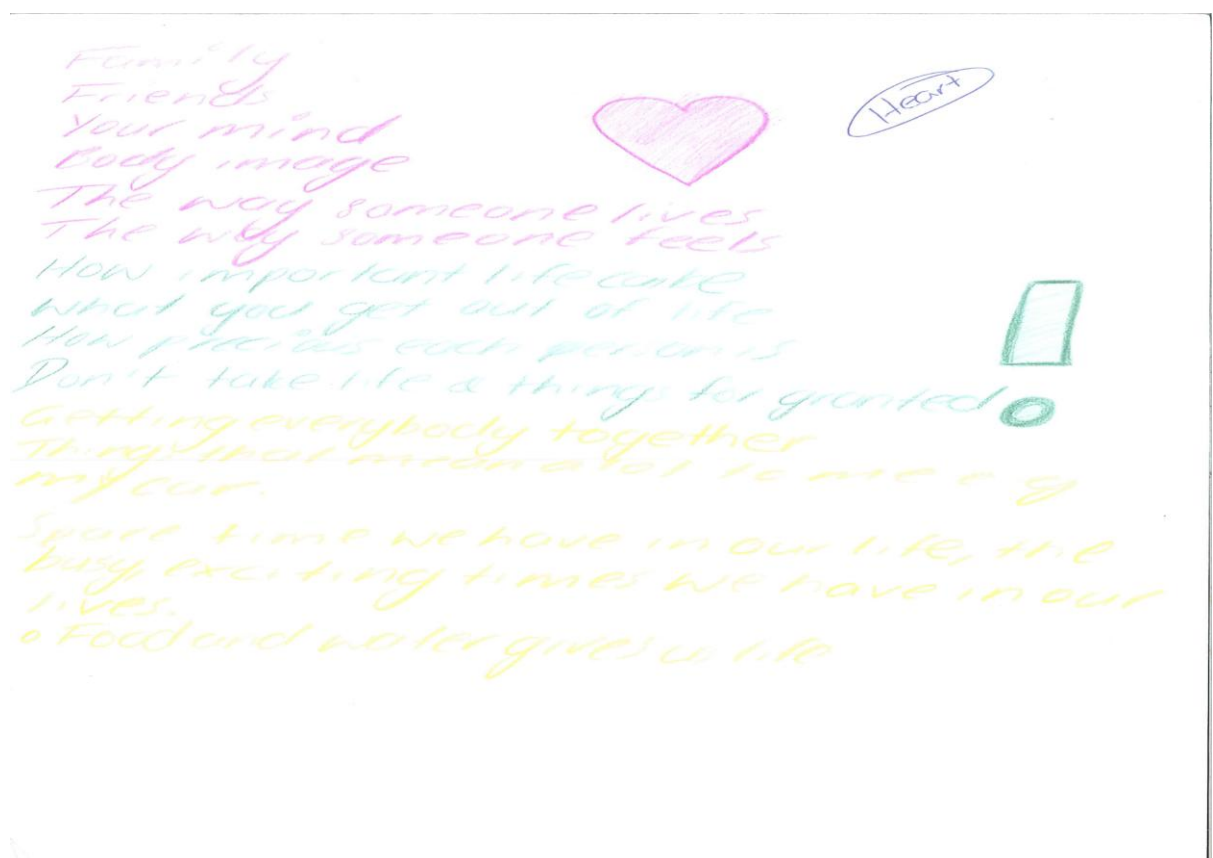
METALLICA

~~Donoran~~ Donoran



FF





Cluber 18!





Appendix D – Letters to/from manuscript reviewers

While including correspondence with the journal editors is perhaps not a traditional practice for a PhD thesis, I have chosen to do so because the experience of submitting and receiving feedback on these manuscripts has been a significant part of my learning journey. I have considered these reviewers to be (anonymous) supervisors who, as experts in the field, could offer valuable perspectives and insights to improve not only my writing, but also my understanding of wellbeing. Moreover, I believe these letters represent an important snapshot in time in terms of where the field is at this time with respect to wellbeing research.

1. *Journal of Happiness Studies*. Accepted on first submission

Ref.: Ms. No. JOHS511
"Well-being: Towards a Trans-disciplinary Conceptualization"
Journal of Happiness Studies

Dear Ms. Soutter,

Thank you for submitting your manuscript to the Journal of Happiness Studies. Enclosed please find the evaluations of two expert reviewers. As you can see, both reviewers found enough merit and potential to suggest consideration of the paper for publication, provided that you appropriately address some major issues. Their comments suggest considerable revisions, especially at the conceptual level. I hope that you will be able to benefit from the reviews to systematically re-structure your theoretical approach.

Please take into account the recommendations that have been made in the reviews. Additionally, in an accompanying letter, systematically indicate in relation to each substantive comment or suggestion, either a text reference to the change you have made (use Page/Paragraph/Line eg 3/4/6-10) or the reason you have decided to make no change.

Kind regards,

Antonella Delle Fave, M.D.
Editor in Chief
Journal of Happiness Studies

Comments for the Author:

Reviewer #1: This is a well-written manuscript that tackles the question of integrating empirical research across disciplines on the subject of wellbeing. The authors present a conceptual framework that includes a review and integration of wellbeing scholarship, and then organises the literature in 7 domains, namely having, being, thinking, feeling, relating, functioning and striving which are organised into three fields, namely Assets, Appraisals and Actions.

I thoroughly enjoyed reading the manuscript and the author has done a great job of presenting a systematic and thorough review of research in the area of wellbeing. However, while the first sections on having and being were treated with great depth, I find the same depth and sophistication lacking the later sections on relating, thinking and feeling. Considering the brevity of these sections, and the few references that these sections draw upon, I wondered whether the 7 domains should not be condensed to 4-5? Whereas the first part of the manuscript read like a good cup of percolated coffee, the latter part felt more like instant coffee. In the section on relating, I believe there is a large body of research

that deals with social cohesion and wellbeing, particularly from a political perspective. Considering youth all over the world find themselves in increasingly racially diverse environments, the extent to which multiracial relationships, racial prejudice impact on youth wellbeing seems a rather important area not to include.

In the conceptual framework, the notion of Davis and Sumara's complex adaptive systems are introduced, but not discussed at all. I believe it would be very important to spend time on this because the notion of education as a complex system is not without its detractors. Additionally, many scholars are not aware of the very specific meaning of complexity as Davis and Sumara treats it, and so it should be discussed if it is to be a kind of foundation or conceptual framework for further research. In this case, the author should in the review perhaps also draw on empirical research in economics, psychology that favours a complexity perspective.

In conclusion, I think the manuscript has excellent potential to make a contribution towards organising research in the field, but I also believe the impact of the manuscript can be considerably strengthened by the suggestions above, as well as to return to the hedonic and eudaimonic perspectives in the conceptual framework. In this regard, I believe that it would have been very valuable to me to read how the authors would relate the 7 domains to the concept of meaning and meaningfulness, particularly because they recommend that the study of wellbeing can be enhanced by focusing on issues of wellbeing and identity. In this regard I would recommend a reading of Heine, Proulx and Vohs (2006) The meaning maintenance model: On the coherence of social motivation.

Reviewer #2: Manuscript: JOHS511

Title: "Well-being: Towards a Trans-disciplinary Conceptualization"

The authors provide a selective review of the literature on well-being from across disciplines (e.g., psychology and economics). Their aim is to provide a conceptual framework on the research on well-being with a particular focus on senior secondary students. The review has value in that it does more than simply collect and summarize research on well-being. For example, it organizes the literature around seven domains (i.e., having, being, relating, thinking, feeling, functioning and striving) which can be reduced to three categories (i.e., assets, appraisals and actions). Furthermore, there is value in the authors' goal of focusing on adolescents because this is a population which has received less research attention than adults.

Despite the value of the intent of this manuscript, I do not recommend this paper for publication in its present form. Overall, the paper seemed to me to be prematurely submitted for several reasons including that the writing style was often unwieldy and unnecessarily difficult. Problems with the writing style made it a difficult task for me to read. Given that I am working in areas closely related to the review's topic and given that I found it somewhat onerous to read, I think that most readers would not make the effort to get through it. In addition to problems of writing style, I think that the content of the paper could be substantially improved. I have separated my specific remarks and suggestions below into two groups (writing style and content) to more clearly benefit the authors.

Writing Style:

The value of the authors' review is often obscured by unnecessarily convoluted language. For example, I rewrote the Abstract (I did this quickly to illustrate my point and not to provide a definitive Abstract) as follows:

Educational research and practice could benefit from and contribute to the multidisciplinary study of well-being. In particular, research on the well-being of youth within and beyond school may benefit students, educators, administrators, and the community. This review provides a conceptual framework that a) integrates research on well-being from economics, sociology, psychology and the health

sciences, b) organizes this research within seven domains of inquiry: Having, Being, Relating, Thinking, Feeling, Functioning, and Striving, and c) highlights research of senior secondary level educational experiences. This framework provides an important foundation from which further research on well-being can be developed.

My point is that the Abstract, like the entire review, can be shortened in order to make it more accessible to the reader without losing substantial amounts of content. My advice in terms of writing style would be to write more succinctly and break long sentences into shorter ones. Though grammatically competent, the authors need to increase the accessibility of the paper.

To help with shortening the paper and improving its accessibility, sentences with confusing or minimal content should be eliminated. For example, the quotes at the start of the paper are not particularly germane to the content of the paper and could be deleted. Furthermore, sentences like "well-being is both a simple and deeply complex construct" (Page 18) are rather empty and should be eliminated. Likewise, the first sentence of the Introduction and the first two sentences of the Conclusion are not particularly informative. My comments here and below are only meant to serve as examples and not an exhaustive list - there are many additional examples throughout the review.

The review could benefit from a careful proofreading to improve the following:

- 1) parallel structure (e.g., Pg 2/Paragraph 2)
- 2) errors of content (Pg 3, Sen 1985a is not recent and only needs 1985 not 1985a)
- 3) confusing information (Page 4, "the terms . children . have been used to refer to those no longer considered children")
- 4) eliminate or at least reduce rhetorical questions throughout
- 5) write more succinctly (e.g., on Page 12 change "Little research has explored, however, how these seemingly disparate approaches inform or may be informed by the well-being literature" to "However, little research has explored how these different approaches relate to well-being"; Section 6.6.3 change "build upon (or detract from)" to "influence"
- 6) grammar (e.g., last sentence Section 6.5.2)
- 7) remove trite and empty phrases and clichés (e.g., Section 3.3 "In these fast changing times")

Content:

In addition to suggesting improvement in exposition, I think the content of this paper could be improved by a substantial rewrite. This rewrite should result in a more thorough inclusion of relevant literature. Some of my specific suggestions are listed below but as in the case of my comments on writing style, the authors are encouraged to take these suggestions as examples and not as an exhaustive list:

- 1) Provide a detailed motivation for focusing on youth in the first or second paragraph. Some of this information is presented in Section 3.2. but should be expanded on and moved to the first page. Additional information should include how the predictors of well-being differ between adolescents and other age groups.
- 2) Table 2 and Section 3.2 could be substantially more informative if the analyses included an examination of ill-being (e.g., is the issue specific to well-being or if a column was added to Table 2 focusing on "depression" would it tell the same story), trends (e.g., separate the data base searches into 1995-1999 and 2005-2009 to determine if the problem is growing or lessening) and adults (add a row to Table 2 for "adults" - just because an article gives a hit when the keyword "well-being" is used but not when "adolescents" or "youth" is used does not mean it is about adults. Perhaps when "children" or "elderly" are used as keywords, an even more dramatic lack of research attention is found for these age groups).
- 3) I was surprised that Table 3 did not include the issue of "quality vs quantity" for Relating given this dimension has been shown to be important
- 4) The review of the literature on money/wealth is too superficial to benefit readers of JOHS. For

example, the links between happiness and income and between life satisfaction and income are substantially different but ignored here. Also Dunn's work on how you spend your money is relevant in general but may be particularly important to youth. However, Dunn's work is not included.

5) I think that including academics under Having, or at least relating it to money so closely, is not justified.

6) Discussion of the literature on valuing materialism and consumerism is relevant in general but may be particularly important to youth and should be included.

7) I think that including autonomy with demographics and longitudinal changes is awkward and not justified.

8) Section 6.5.4 uses an example of ill-being when this review is supposedly focused on well-being.

9) Section 6.6.2 briefly mentions spirituality and religious practice. Given that children and adolescents may differ from adults (Holder, Coleman, & Wallace, 2010) this would be an interesting area to explore in more detail

10) Table 1 seems incomplete. For example, under Psychology several relevant details are not mentioned. For example, under Methodology, Experiential sampling research (e.g., Csikszentmihalyi & Hunter, 2003; Schimmack, 2003) is omitted, under Objective indicators social relations is omitted, and under Terminology happiness is omitted.

11) Specific details of how this review can benefit researchers and educators is needed. For example, in the last paragraph of the review, the authors encourage "Dedicated efforts to offer novel and interdisciplinary perspectives and to use multiple methodological and analytical approaches" but the authors fail to offer sufficient concrete detailed examples of this. Rather than simply stating (same paragraph) that "continued dialogue across disciplines and sectors that leads to the identification of areas of common understanding about or unique application of the construct for diverse contexts" is needed, the contribution of the paper would be strongly improved by providing more substantive ways this could be achieved and what these commonalities and applications might be.

I do think that the authors are on the right track and that their organization around the seven domains they identify has value. However, the shortcomings in writing style need to be addressed, and the content of their review needs to be enhanced prior to being acceptable into JOHS.

In order to submit a revised manuscript and a letter (if any) indicating the changes, please access the following web site:

<http://johs.edmgr.com/>

Your username is: asoutter

Your password is: akh092474

2. *Journal of Happiness Studies*. Response to reviewers

University of Canterbury
College of Education
School of Educational Studies and Human Development
Christchurch, New Zealand

26 July, 2010

Dear Dr. Della Fave, Editor in Chief
Journal of Happiness Studies

Enclosed is a revised version of our manuscript, re-titled: *How do high school youths' educational experiences relate to well-being? Towards a trans-disciplinary conceptualization*. The manuscript is 29 pages in length, including figures and references. All identifying information has been removed from the attached version of the manuscript. This manuscript is not under review elsewhere and no part of the manuscript has been previously published.

Thank you for the opportunity to learn from and respond to the formative feedback offered by Reviewers 1 and 2. We appreciate the time and consideration each reviewer devoted to reading and commenting on our manuscript, and have attempted to address each of their concerns in turn. We begin by addressing Reviewer #1's recommendations, and follow with Reviewer #2's.

Reviewer #1:

Thank you for your supportive and encouraging comments. We also appreciate the visual of the slowly devolving cuppa. We hope it didn't disintegrate entirely into the hotel packet version! We have made a concerted effort to return to fair trade, organic, Barrista quality by effectively re-writing all sections of the manuscript. Reviewer 1's recommendation to consider Heine, Proulx and Vohs (2006) is greatly appreciated. We enjoyed learning more about the Meaning Maintenance Model, and have considered the ways it informs our understandings of well-being, relating, and complexity (see 7.3).

Reviewer #1's suggestion to consider condensing sections into 4-5 is a good one, and one we hope to build upon in our next paper which applies our observation data to the model. We chose to present the data in the 7 sections in order to highlight the diversity in the well-being scholarship. We initially considered presenting the data in terms of the four disciplines, but it soon became apparent that each discipline addressed similar issues, albeit with different language, and with different methodological and analytical approaches. One of the points we wanted to make was the trans-disciplinary nature of the study of well-being. We felt that in highlighting common themes, we had a foundation from which to consider models that went beyond disciplinary points of view and, as such, might be more accessible to a wider audience – practitioners, policy makers, researchers, etc.

Being AND Relating:

We appreciate reviewer #1's helpful suggestions that have helped us to expand the *relating* section, and, as a consequence, re-write the *being* section as well. We agree that the diversity and dynamics that characterize modern classrooms demands attention to how youth situate themselves, identify with, and learn from others. Valuable scholarship has been emerging which presents a much-needed student-centered perspective, which we attempt to address in sections 6 (P2), 6.1 (P1), 7.1 (P2), 7.2, 7.3 (P2)

Complexity Theory

Reading and thinking about complexity theories have been useful exercises. Davis, Sumara and Luce-Kapler's (2008) text particularly resonates with the first author, who would like to work as a teacher educator after having spent many years as a teacher, guidance counselor, athletic coach and academic advisor. We recognize we did not fully address the topic in our first draft, and have made attempts to provide more detail in this version. Given the dearth of well-being scholarship that currently draws from complexity thinking or complex adaptive systems (granted there are important exceptions), few references were made in the sections. Partly, we feel the lack of scholarship has to do with the many different interpretations/applications that exist, many continue to draw upon IT, biological systems, or supply-demand cycles to illustrate. We did not want to offer a narrowly defined version, thus chose to refer to complexity theories, but not expand in significant detail in this manuscript. We do, however, refer often to the dynamic and emergent nature of well-being, which we feel we also address by organizing the research first as distinct and second, as interacting elements of a larger, evolving phenomenon.

Sections particularly informed by our readings of complexity theory include: (7.2; 7.3; 8.4 (P2)). We also provide a more thorough definition of complexity thinking in section 12.

We hope to expand upon complexity theories further as we place our model “in conversation” with data gathered through our research. Thank you for your time and consideration.

Reviewer #2:

Thank you for your specific and formative feedback. The work we have done to address your comments and suggestions has been worthwhile and enjoyable. Thank you for the opportunity to return to our manuscript and to learn a great deal more in the process.

Writing Style:

We appreciate the opportunity to undergo a significant re-write of this manuscript, guided by reviewer #2's specific and formative feedback. We hope that the revisions represent a much more streamlined and accessible version of the first submission. In addition to correcting all seven of reviewer #2s suggestions, we attempted to critically evaluate and adjust phrasing throughout the manuscript, removing empty phrases, rhetorical questions, and confusing wording.

Content:

As mentioned above, we chose to substantially rewrite the manuscript as suggested by Reviewer #2. In addition to offering a more readable manuscript, we hope our revisions represent a compelling collection of scholarship relevant to the well-being of senior secondary youth. Given the emergent nature of well-being scholarship, we feel that a thorough review of all four fields is beyond the scope of this particular article, and would far exceed the page limit. Thus, we state in the final paragraph of the Introduction (see also 3) our intentions to provide a *selective* review of the literature we feel is relevant to youth and which might resonate with educators working with senior secondary youth, in particular. As recommended, we have returned to the databases and updated scholarship where appropriate. We will address each of Reviewer 2's suggestions in turn below. References are made to specific sections in the following form (Section/Paragraph/location-e.g. last line)

1) *Provide a detailed motivation for focusing on youth in the first or second paragraph. Some of this information is presented in Section 3.2. but should be expanded on and moved to the first page. Additional information should include how the predictors of well-being differ between adolescents and other age groups.*

We re-wrote the introduction to focus attention on youth, as well as to provide a more succinct focus for the manuscript. In the Introduction, we address that youth research is distinct from adult research, and we raise the question about how the growing body of well-being research resonates with youth populations. In addition, we argue that youth experience their lives and lifestyles differently from adults, thus youth-centered models are needed to complement those developed based on adult research. We also argue that the available research in the broader well-being community offers much to youth-centered study, and note points of alignment between youth- and adult-based studies in the final paragraph of section 1.2.

2) *Table 2 and Section 3.2 could be substantially more informative if the analyses included an examination of ill-being (e.g., is the issue specific to well-being or if a column was added to Table 2 focusing on "depression" would it tell the same story), trends (e.g., separate the data base searches into 1995-1999 and 2005-2009 to determine if the problem is growing or lessening) and adults (add a row to Table 2 for "adults" - just because an article gives a hit when the keyword "well-being" is used but not when "adolescents" or "youth" is used does not mean it is about adults. Perhaps when "children" or "elderly" are used as keywords, an even more dramatic lack of research attention is found for these age groups).*

We chose to re-work the tables into three different graphs which we feel provide significantly more information. The first author re-examined the different databases and noted the growth of scholarship in five year increments beginning the 1943. We felt we could represent the growth in scholarship, as well as comparing topics of study better this way. Figure 1 (sxn. 2.2) displays comparison data between well-being studies emanating from different disciplines and a combined total of the four disciplines exploring mental illnesses (depression was problematic given its overlap with the economic use of the word). To compare youth-focused, with adult-focused scholarship, we chose to present data as a ratio. As publications were minimal in the early years, this allows us to demonstrate that the focus on youth or adults has shifted over time. We also wanted to highlight the significant changes that occurred both in the 1990s (UN's Convention of the Rights of the Child), as well as the beginning of the Positive Psychology movement. Notably, youth-centered scholarship increases at each of these points in time.

We recognize that limiting functions in searches are problematic, and many issues could be addressed, such as the differences in hits when using "elderly," "children," or "teenagers." We chose to focus solely on the distinctions between "youth" and "adult" literatures. Please see Figure 2.

3) *I was surprised that Table 3 did not include the issue of "quality vs quantity" for Relating given this dimension has been shown to be important.*

We absolutely agree. The relating section proved difficult given the immense body of scholarship addressing its links with well-being. We re-wrote the *relating* domain (section 7) and organized the literature around three types of relating we felt were most applicable to youth: interpersonal relationships (7.1), connections to places or institutions (7.2), and relationships as meaning (7.3). In section 7.1 we note that many scholars attended to either relationship *qualities* (type, frequency, number), or to relationship *quality* (the worth of the relationships). With the exception of Lucas and Dyrenforth (2006), we found few youth-centered studies that attempt to draw comparisons between qualities and quality in terms of impacting on well-being. We attempted to address both relationship qualities and relationship quality in each of the three sections.

4) *The review of the literature on money/wealth is too superficial to benefit readers of JOHS. For example, the links between happiness and income and between life satisfaction and income are substantially different but ignored here. Also Dunn's work on how you spend your money is relevant in general but may be particularly important to youth. However, Dunn's work is not included.*

When the first author began this project, she drafted nearly 30 pages focusing only on the relationships between "having" and well-being. Like relating, it was difficult to focus the writing given the many different potential topics of study. Given that youth receive far less attention in this domain than in others, we had to further narrow the scope of the review of the literature, emanating largely from economics.

We made mention of the difficulties in using well-being as a catch-all term for what different scholars have studied (e.g. life satisfaction, happiness, quality of life). We acknowledge that this issue is not limited to the money/wealth relationships to well-being, but to all domains in section 2.2, and Table 1 is intended to illustrate the variety of approaches to study. We chose to use the term well-being generally because it is most often used this way in educational practice. We point to important work by Lucas (2007; Lucas et al. 1996) and Diener (2009a) as well as others to inform the reader of the many different definitions, functions, and uses of the term.

We read and learned a great deal from Dunn's work on spending patterns. We reference their work in section 5.1.

5) *I think that including academics under Having, or at least relating it to money so closely, is not justified.*

We appreciate reviewer #2's concern, and have included academics in this section because of the tendency in educational practice to rely on economic metaphors to represent educational experiences, as well as to motivate youth to achieve academically. We have also found in our research that youth refer to their educational experiences in utilitarian terms. Credits *are* currency in the school we observed. We felt that given the wealth of information available, it pays to be conversant about these issues (excuse the puns). Our intention was to highlight the available research which we feel might inform education research and practice, and to begin to more critically evaluate the implications of considering education as something someone "has" to use for particular ends, as someone would "have" an income and use it to satisfy preferences, etc.

6) *Discussion of the literature on valuing materialism and consumerism is relevant in general but may be particularly important to youth and should be included.*

We were surprised by the relative lack of cross-over between the scholarship on consumer behaviour, and well-being. As we were basing our review on "well-being" focused studies, we did not include much from these areas of research. The eudaimonic/hedonic debate has provided interesting insights into materialism's effects on well-being, as has Martin's (2008) attention to the many paradoxes of well-being (2.1, P4). As materialism and consumerism are often portrayed as negative and deleterious to well-being, we attempted to limit our focus of each in our paper. We do point to several studies, however, which have raised questions about some of the less beneficial aspects of "having" (5.2, P2).

7) *I think that including autonomy with demographics and longitudinal changes is awkward and not justified.*

We re-worked the section on *being* in order to clarify our position regarding what we feel are important considerations for those relying on demographic data to interpret causes, correlates and outcomes of well-being. We felt it worth mentioning that while consistent, the weak relationships demonstrated between demographics and well-being measures may not tell the whole story, particularly for youth. We attempt to more clearly explain how demographic variables have both explicit and implicit effects on well-being for youth (6, P1,2).

8) *Section 6.5.4 uses an example of ill-being when this review is supposedly focused on well-being.* The example in 6.5.4 has been removed.

9) *Section 6.6.2 briefly mentions spirituality and religious practice. Given that children and adolescents may differ from adults (Holder, Coleman, & Wallace, 2010) this would be an interesting area to explore in more detail*

In reading into this further, we found the distinctions between spirituality and religious practice to be illuminating and insightful. Indeed, it led us to better articulate the role of agency, choice, and autonomy in well-being, as well as to better understand particular 'indicators' that had more relevance to adults than to youth. Admittedly, we provide only scant attention to each in this manuscript, although we do highlight some studies that address the importance of transcendence to well-being (experiencing someone/something beyond one's self) in section 7.3 (P 2). In the *functioning* domain, we present some scholarship exploring the different relationships between spirituality and religious practices on youth well-being (10.2, P 2).

10) *Table 1 seems incomplete. For example, under Psychology several relevant details are not mentioned. For example, under Methodology, Experiential sampling research (e.g., Csikszentmihalyi & Hunter, 2003; Schimmack, 2003) is omitted, under Objective indicators social relations is omitted, and under Terminology happiness is omitted.*

We attended to reviewer #2's suggestions in the Table in the following ways:

- by adding happiness/pleasure, flow and meaning to terminology under psychology
- ESM is added to methodology in psychology
- Cost/benefit analysis to objective indicators in economics

- Social cohesion to objective indicators in sociology
- Relationship types and number of relationships to O.I. in psychology
- Number of carers to O.I. in health professions
- Time discounting to subjective indicators in economics
- Attitudes/beliefs about phenomena; perceived neighbourhood quality; distance impacts to S.I. in sociology
- Relationship quality; flow; goal orientation to S.I. in psychology
- Faith in healing to S.I. in health professions

11) *Specific details of how this review can benefit researchers and educators is needed. For example, in the last paragraph of the review, the authors encourage "Dedicated efforts to offer novel and interdisciplinary perspectives and to use multiple methodological and analytical approaches" but the authors fail to offer sufficient concrete detailed examples of this. Rather than simply stating (same paragraph) that "continued dialogue across disciplines and sectors that leads to the identification of areas of common understanding about or unique application of the construct for diverse contexts" is needed, the contribution of the paper would be strongly improved by providing more substantive ways this could be achieved and what these commonalities and applications might be.*

Within paper we highlighted examples of how well-being research and education practice may benefit from increased dialogue or application (ex. 5.2, P2; 6.2, P2,3; 7.1, P2; 7.2; 7.3, P2; 8; 8.1; 8.2; 9.1; 9.2; 10.2; 11; 11.1; 11.2, P2).

We also re-wrote the conceptual framework (12) and conclusion (13) sections to more clearly summarize the current and future directions of well-being research. In addition, we expanded upon our discussion of complexity theory, which we feel provides a useful lens through which to view both well-being and education, and attempt to clarify how our model draws upon complexity thinking to interpret well-being and educational experiences. (12).

Thank you for your time and for your consideration. We certainly have benefitted from the process and are immensely grateful for the experience.

3. *The Journal of Student Wellbeing*. Accepted on first submission



Manuscript Review Form

The *Journal of Student Wellbeing* is a peer reviewed e-journal which publishes applied and theoretical papers on students' social, emotional, mental, and spiritual wellbeing. It focuses on the promotion of child and adolescent wellbeing in educational settings.

Title of manuscript: **What can we learn about wellbeing in school?**

GENERAL REVIEW

Please rate this paper on each of the following criteria by typing X into the appropriate cell.

	Excellent 5	4	Average 3	2	Poor 1	Not Applicable
Relevance to journal		X				N/A
Timely		X				N/A
Significance		X				N/A
Clear, logical and concise			X			N/A
Quality of content		X				N/A
Adequacy of literature review		X				N/A
Quality of design & methodology			X			N/A
Conclusions are based on results		X				N/A
Overall rating		X				N/A

COMMENTS TO THE AUTHOR

Please give more detailed comments below. Comments should be positive and formative in nature.

A relevant paper – note tracked changes & clarify queries noted on paper.

OVERALL RECOMMENDATION

Please place a X in one of the boxes below.

X	Acceptable with minor revisions
	Acceptable with major revisions
	Reject, but ask to resubmit after rewriting
	Reject

4. *Journal of Curriculum Studies*. Accepted with revisions

Dear Ms Soutter:

Your manuscript entitled "Well-being in The New Zealand Curriculum" which you submitted to Journal of Curriculum Studies, has been reviewed. The reviewer comments are included at the bottom of this letter.

The reviewer(s) would like to see some revisions made to your manuscript before publication. Therefore, I invite you to respond to the reviewer(s)' comments and revise your manuscript.

If doing a resubmissions, please keep two more concerns in mind:

1. *JCS is a place for scholarly interaction and deliberation. Therefore we encourage authors to relate their findings explicitly to earlier issues of JCS whenever possible. Please help us to maintain this important feature of the journal by revising your paper accordingly.*

Thank you for your suggestion. We have endeavoured to link past scholarship published in JCS with our work, and the work of others participating in the wellbeing community in this revision. New additions (~90) to the reference list are highlighted in bold.

2. Abstracts are the most powerful tool for making people aware of the importance of a paper. They should always include short descriptions of what the paper is about, of the theoretical frame of reference, of the data base, and of the main findings. Readability and using keywords which potential readers might use to find papers online are of utmost importance. Moreover, in the case of JCS, abstracts should give a clear impression of what kind of new insights an international and cross-disciplinary audience might gain from reading the paper. Please revise your abstract accordingly.

I was rather horrified to realise that I did not submit our abstract with our first submission. I offer my most sincere apology for this oversight, and have corrected this error in the re-submission. Thank you for your willingness to even read our article given that this major part was omitted.

When you revise your manuscript please highlight the changes you make in the manuscript by using the track changes mode in MS Word or by using bold or colored text.

In our effort to address the reviewers' comments, we have made substantial changes to this manuscript. Though our content remains the same, we hope we have adjusted its delivery in ways that make it more streamlined and accessible to the reader. Given the scope of change, we felt that use of any of the above methods would hinder the reader's ability to focus on the paper. We have, however, used the bold function in the reference list to note additional references included in this version. Although we will address each reviewer's specific comments in turn, first we provide a brief summary of changes to the main sections of the paper:

Introduction: *Clarifying points, substantiating points with references*

Historical Context, Focus of Analysis, New Zealand education today → Background and method: *As per reviewer 1's suggestions, these were merged into the 'background and method' section. The content was substantially reduced so as to provide more relevant contextual detail for the audience, to better clarify areas of the text to be addressed, and more clearly justify chosen areas.*

Analytical Tool: *In this section we attempted to provide a clearer explanation of the theoretical framework guiding our analysis, and of our particular analytical focus as per both reviewers' comments.*

Findings: *Although this section remains essentially unchanged, we did endeavour to provide additional references to support our arguments, as well as to more clearly delineate the two levels of analysis framing our approach – explicit and implicit references to wellbeing. Thus, this section is divided into two parts.*

Discussion: *In this section, we tried to better organise our arguments around the three questions we had listed in our first version. We hope this provides a clearer, more understandable summary of this paper's contributions.*

Referee(s)' Comments to Author: Referee: 1

Recommendation: Minor Revision

Comments:

General comments:

This article presents a helpful and timely analysis of 'well-being' as articulated in the current New Zealand Curriculum (NZC, Ministry of Education, 2007). The use of a multi-dimensional conception of

well-being is both consistent with the international literature, and useful in terms of highlighting those dimensions that are emphasised/under-emphasised in the NZC.

Thank you for your supportive feedback!

You state in the introduction that the aim of this analysis is, in part, to develop a framework for educators. While your analysis employs a framework, it is hard to discern how this framework has been developed as a consequence of the analysis. The fact that this study might inform future elaborations of the framework is alluded to in the discussion section, but not explored in any substantive manner. Perhaps this is the subject of a future paper? Two other comments about the introduction: (a) I think you could signal the conceptual framework you are using (Soutter, Gilmore & O'Steen, 2010) and (b) some substantiation of the sentence beginning "Education systems..." is needed, or the sentence should be removed.

Thank you. This paper was indeed one of several chapters to be included in the first author's dissertation. As an 'in process' learning experience, I (first author) see now how my thinking around the framework had not yet clearly melded in my own mind. In fact, I assumed that development of the framework would be an ongoing process through (and beyond) my PhD studies, particularly given the complexity of the phenomenon under study and the contexts in which it has been studied. For this re-submission, we have attempted to clarify that an analysis of the NZC provides a possible set of indicators of wellbeing that might inform our framework. With respect to Intro a/b, we have signalled authorship, and we hope 'b' has been addressed through a substantial re-write to the section.

The contextual detail in this article is highly accurate, but I would imagine overwhelming to the international reader. The sections entitled Historical Context, Focus for Analysis and New Zealand Today warrant re-working so that the relationship between the contextual detail and your research questions is clearer. I would suggest that you combine the first and last of these three sections, followed by an explanation of your focus for analysis. In the 'Historical Analysis' section, the fact that the NZC is outcomes-based, open to flexible use at the school level, and is currently being aligned with the NCEA achievement standards could be stated more succinctly. In addition, much of the detail included in the section entitled 'New Zealand Today' could be dropped; the key points appear to be that (a) notions of well-being are present in the vision, values, principles and key competencies, and that (b) these dimensions of the NZC are to guide all learning areas, not just the Health and Physical Education learning area. Thus, the NZC requires a complex reading.

We agree, and thank you heartily for your formative feedback. We have combined these three sections, taken out a significant portion of the excessive detail, and spread the focus points throughout the revised sections 'Background and Method' and 'Analytical Tool'.

The section entitled Focus for Analysis is particularly problematic; as it needs to much more clearly delineate which texts/sections are the subject of your content analysis. It appears that your content analysis is at two levels. You firstly examine definitions of well-being as present in the full text of the NZC, its antecedents, and Te Marautanga. You then turn to an analysis of the Vision, Values, Principles and Key Competencies; using the Soutter et al framework, and with reference to key documents that have informed these dimensions of the curriculum, Te Whariki, and the Tertiary Education Strategy. Much greater justification for what is included/excluded here is needed. For example, explain why this content analysis does not extend to the Health and Physical Education learning area statement, and how you decided which key documents (beyond the NZC) would contribute to your analysis.

Absolutely, this is a wonderful suggestion to establish essentially two parts to the paper: one, a focus on explicit references, and two, on more implicit references. We have attempted to explain more clearly why we chose particular sections on which to focus in the section, 'Analytical Tool'. The decision to exclude learning areas was a hard one, but we feel appropriate given the breadth of influences upon teachers' curriculum development in New Zealand at present.

Before moving into your findings it would be helpful to describe your methodology more closely. For example, what decisions did you make about your levels of analysis and coding rules? What counted as an 'indicator' as shown in Table 2 and Figures 6 and 7?

We hope we have been able to address these comments in our Background and Method and Analytical Tool sections, as well as through some rephrasing of terms throughout the manuscript.

The section on Values only analyses one half of the Values statement, that is, the first column of page 10: values to be encouraged. Why is it that your analysis does not extend the remains of this page?

An excellent point! It appears that the language in the second column addresses aspects of wellbeing in ways that are less addressed in other areas of the curriculum. Similar to the learning areas argument, however, we felt that the diversity of school communities represented by New Zealand education is such that there was little evidence in the curriculum as how to better read 'the specific ways in which these values find expression in an individual school', which is to be 'guided by dialogue between the school and its community' (MOE 2007: 10). We chose to focus on aspects that schools were not so much 'accountable for' as seemed to be more clearly articulated as direction or guidance from the Ministry.

Given that this article is for an international audience, it seems to me that the three questions that you raise in the opening paragraph of your discussion are highly pertinent. I think that the discussion could address these questions with some re-shaping of the content currently in this section. In doing so, the contribution of this paper would become more readily apparent.

Thank you, and absolutely! We have attempted to re-organise this section to align with these questions.

Specific editing comments:

p.1, line 2: Do you mean 'ramifications' here? p.3, paragraph 2: While I understand your claim that the NZC is the product of nearly twenty years of development, I think this statement is confusing for the reader. Perhaps just state that NZC is a refinement of the New Zealand Curriculum Framework (Ministry of Education, 1993)?

For the introduction section, we attempted to provide better clarity in language and form, and hopefully these comments have been addressed.

p. 3, last lines: How are the revisions to ERO processes pertinent to your argument?

ERO-related issues have been deleted from the paper

p. 4, line 5: The sentence beginning "Moreover, the development..." does not make sense.

p. 5, line 7: "objects" should be "objectives".

p. 5, paragraph 3: I think the Key Competencies is the subject of this paragraph?

Through revision, we hope we have provided a more polished draft that addresses these grammatical and content errors

Figure three: Who developed this visual conceptualisation? Why is it needed in addition to simply stating that the domains and categories are inter-related, dynamic and contextual?

Oddly, this visual conceptualisation was widely accessible when I began my studies two years ago, but recently it has all but disappeared from the www. This model is based on Durie's (1994) conceptualisation of well-being/Hauoroa. We have chosen to omit it from the paper and rely on words to explain the use of his model in the curriculum.

p. 15: Vision: 'what we want for our young people' needs to be the same font size as other headings in this section.

Adjusted, thank you

p. 17, paragraph 3: Keown, Parker and Taikiwai (2005) is not a "MOE website". It is a report accessible through the MOE website, one that informed the development of the Values statement (MOE, 2007, p. 10).

Thank you for highlighting this error. We have attempted to address this through our re-write.

p. 18, paragraph 1: "Several scholars argue that these two values..." Which tow values? Note that Dewey was unlikely to have used the term 'ecological sustainability'.

Thank you, comments addressed

p.24, paragraph 3, line 1: Marautanga is spelled incorrectly.

Thank you, comments addressed

Additional Questions:

Ratings:

a) Relevance to the scope of the Journal: <i>Ratings from 0 (not relevant) to 5 (highly relevant)</i>: 5

b) Conceptual / theoretical framework: <i>Ratings from 0 (not articulated) to 5 (very well articulated)</i>: 5

c) Methods, data sources, modes of inquiry: <i>Ratings from 0 (not appropriate) to 5 (highly appropriate)</i>: 2

d) Cross-disciplinary perspectives: <i>Ratings from 0 (not visible) to 5 (highly visible)</i>: 4

e) International significance: <i>Ratings from 0 (not significant) to 5 (highly significant)</i>: 4

f) Scholarly quality: <i>Ratings from 0 (not original) to 5 (highly original)</i>: 4

Referee: 2

Recommendation: Reject

We have endeavoured to address both reviewers' comments and are appreciative of the opportunity to resubmit our manuscript. The work we have done to address their comments and suggestions has been worthwhile and enjoyable. Thank you for the opportunity to return to our manuscript and to learn a great deal more in the process.

Comments:

This paper has many unsubstantiated assertions and unreferenced claims to unspecified studied. There is no explanation or justification why any analysis of the NZC might be of an issue international conceptual significance.

In addition to offering a more readable manuscript, we hope our revisions represent a compelling collection of scholarship relevant to an international audience interested in supporting youths' wellbeing in educational contexts.

The language shifts from I/my to our/we for unknown reasons, and rhetorical devices such as 'in fact' add nothing to the factuality of the assertions made.

We hope that the revisions represent a much more streamlined and accessible version of the first submission. We have attempted to critically evaluate and adjust phrasing throughout the manuscript, removing empty phrases, rhetorical questions, and confusing wording.

The paper spends too much time on description, beginning with the introductory section dealing with aspects of NZ education (history and contemporary) that are unrelated to the research question (which as a consequence is unclear).

Both reviewer 1 and 2 have raised this very important point. As part of a doctoral dissertation, this manuscript has helped the first author to better understand the New Zealand education system, and used the first draft of this paper to do so. We have attempted to include only that which we felt was pertinent to this particular study.

It is not clear that there is a conceptual framework with which to analyse the place of 'well-being in the curriculum,'

We have endeavoured to clarify the framework and its use and purpose.

...the paper presents a type of content analysis focusing on words that are claimed to have some connection to well-being. It is not just a matter of claiming sources (but citing them – and quoting from them would help) it is a matter of providing an explanation, justification and definitions of the analytical concepts to be used, and considering how and why they might be of interest to international readers.

Thank you for your comments. We note and appreciate the extreme breadth of expertise represented by JCS, and have attempted to provide an analysis of interest to your wide audience. The scope of wellbeing scholarship itself is incredibly broad, and encompasses multiple disciplines, sectors, generations, cultures. Thus, it has always been a struggle for us to hone in on particular research foci from the immense possibilities available. Through incorporating more than 90 additional references, we hope we have gone beyond claiming sources. However, we chose to be scrupulous in our use of additional quotes as we were cognizant of the requested word limit for the paper. We contend that wellbeing is very much an international issue of great import not only on a personal level, but at levels that include economic, environmental, socio-cultural, geopolitical, spiritual, physical, functional, affective and cognitive levels as well. We hope that through our revisions we have provided a more compelling argument for

considered attention of its use and definition in the curriculum statements guiding teaching and learning not only in New Zealand, but internationally as well. Thank you for your time and for your consideration. We welcome any further feedback as this has been a formative learning experience for us.

Additional Questions:

Ratings:

a) Relevance to the scope of the Journal: <i>Ratings from 0 (not relevant) to 5 (highly relevant)</i>:

b) Conceptual / theoretical framework: <i>Ratings from 0 (not articulated) to 5 (very well articulated)</i>:

c) Methods, data sources, modes of inquiry: <i>Ratings from 0 (not appropriate) to 5 (highly appropriate)</i>:

d) Cross-disciplinary perspectives: <i>Ratings from 0 (not visible) to 5 (highly visible)</i>:

e) International significance: <i>Ratings from 0 (not significant) to 5 (highly significant)</i>:

f) Scholarly quality: <i>Ratings from 0 (not original) to 5 (highly original)</i>:



Reviewers' Reports

The *Journal of Student Wellbeing* is a peer reviewed e-journal which publishes applied and theoretical papers on students' social, emotional, mental, and spiritual wellbeing. It focuses on the promotion of child and adolescent wellbeing in educational settings.

REVIEWERS' COMMENTS

Reviewer A:

I think this paper is publishable more or less as it is, However, there are a couple of things which concern me.

The authors state that the conceptual framework is used to 'guide the analysis', and I assume that this affected the focus of their questions and observations. It would be helpful if they clarified what kind of research they were doing by stating up front that it was not their aim to corroborate the validity of the framework. Neither were they looking for data which sits outside the framework. They start with the assumption that the framework adequately covers all aspects of adolescent wellbeing and choose to use it as a template for their investigation and analysis.

However, there is some slippage from this position. In their conclusion they state that "As all seven domains were represented by the data, we contend that the conceptual framework holds potential to represent a working definition with which to discuss wellbeing with senior students." Of course. If you only ask certain kinds of question you only get certain kinds of answer. Some re-phrasing required here.

We have re-written parts of the Discussion and Conclusion sections to address these important points.

I note that the reference list contains numerous papers and books which are not referenced in the text. They have no place here. However, if the authors were interested in preparing an annotated bibliography on adolescent wellbeing it might be of interest and ought to be publishable. **Thank you for the suggestion, we may just attempt that in a bit. For the time being, the reference list has been re-edited and, hopefully, extraneous references have been removed.**

Reviewer B:

GENERAL REVIEW

Please rate this paper on each of the following criteria by typing X into the appropriate cell.

	Excellent 5	4	Average 3	2	Poor 1	Not Applicable
Relevance to journal		X				N/A
Timely			X			N/A
Significance		X				N/A
Clear, logical and concise		X				N/A
Quality of content		X				N/A
Adequacy of literature review			X			N/A
Quality of design & methodology			X			N/A
Conclusions are based on results		X				N/A
Overall rating		X				N/A

COMMENTS TO THE AUTHOR

Please give more detailed comments below. Comments should be positive and formative in nature.

This paper presents useful data for broadening our conceptualisations of wellbeing. Incorporating students' perspectives alongside established indicators of wellbeing provide opportunities to critique those established measures. Also, the findings demonstrate that this process is dynamic, contextually derived and reflective of the needs, experiences and motivations of those students involved.

Through the literature review you implicate schools in needing to contribute to the wellbeing of their students and present disciplinary frames of what it means to be well in a useful manner. The systemic and structural processes of schooling that contribute to the wellbeing of students is therefore a valid one.

There are a few minor areas within the paper that I felt needed clarification. They are minor but would enhance its accessibility. These are listed below:

The abstract may be enhanced by including a brief explanation of the implications of the findings. For example, how the domains of wellbeing are experienced or silenced through programme design, curriculum, social structures and teachers; and how this warrants examination of bottom-up approaches to students' experiences are important understandings to take away; however, these themes are only introduced on the final two pages. **Thank you for your suggestions. We have attempted to clarify the aims and outcomes of the study in the abstract while keeping it relatively brief.**

The three examples (Students A, B & C) provided to critique notions of wellbeing (Introduction - paragraph 3) seem to present school success and wellbeing as inconsistent or at odds with one-another. This clearly isn't your intention throughout the paper; however, these examples imply that message. A subtle re-wording may consolidate your point more powerfully. **Thank you! We have attempted to address this with wording edits.**

The description of Jan as an experienced teacher of 21 years in the profession, who began her seventh

year at the time of the study (Methods – paragraph 4) is confusing. This seems to mean that the research was conducted 14 years ago. Some clarification here would help. Also, Jan’s connection to the participants and her relevance to the study is clear. Establishing the relevance of Mary’s (HPE teacher) selection may also be beneficial to understanding her data and perspectives. **Again, thank you, we have addressed this in our edit.**

Author (2010) is referenced in relation to Tables 1 and 2 and Authors (2010) and also appears within Analysis (paragraph 1). It also appears in the reference list; however, I’m assuming this is Soutter, Gilmore & O’Steen (2011). Author (in press) is another citation that needs attention. **To keep it “blind”, as suggested, we used author, but have since edited that out. Thanks!**

In Findings (Being well – paragraph 6) you present competencies in five key areas but seem to only list 4: *thinking, using language, symbols, and texts; managing self; relating to others; and participating and contributing*. Should *thinking* be separated from *using language, symbols and texts*? **Thank you for catching this. A grammatical error on our part.**

Table 3 is offered as Discussion without any prose to support this offering. The findings of data presented earlier are supported by your capacity to offer discussion throughout; however, there seems to be a missed opportunity here to broaden discussion of the systemic and structural inhibitors discussed in the conclusion. Perhaps aspects of the conclusion could be moved forward to the discussion section to allow for some inferences to be drawn about these aspects of experience for senior secondary students. A more developed explanation of the unequal relationship between domains may also help sharpen understanding for the audience. **We have attempted to address these important points here, shifting the organization slightly, but also addressing this final point. Specifically, we have tried to highlight the observed relationships between wellbeing as it is conceptualized by the participants, and wellbeing as a complex, adaptive learning system as defined by Davis, Sumara & Luce-Kapler (2008).**

The final few paragraphs are particularly engaging and this content needs to be retained. The relationship between wellbeing being the product of, rather than embedded in, educational experiences and the disparate opportunities for students to realise such outcomes is understated. The dynamic, contextual and complex processes of wellbeing are therefore also paramount messages to take from your work. Thank you for this engaging paper. **Thank You for your supportive and helpful comments!**

OVERALL RECOMMENDATION

X	Acceptable with revisions
	Reject, but ask to resubmit after rewriting
	Reject

6. *International Journal of Wellbeing*. Rejected

From: [Aaron Jarden \[aaron@jarden.co.nz\]](mailto:aaron@jarden.co.nz)

Sent: Thu 5/26/2011 3:43 PM

To: [Anne Horton](#)

Cc:

Subject: [IJW] Editor Decision

Attachments:

[View As Web Page](#)

Ms. Anne Kathryn Soutter:

We have reached a decision regarding your submission to International Journal of Wellbeing, "Understandings and Experiences of Wellbeing in a New Zealand Senior Secondary Context".

Our decision is to: Decline this submission.

We do note this is this a very interesting paper, but think it would be much better placed in a) a New Zealand Journal, and b) a specific educational journal – both of which meaning it will have more impact. As two further points, this paper is quite lengthy and may be better a little briefer, and a diagram to represent your model would also assist readers conceptually following your analysis... All the best finding a suitable avenue to publish your research!

Kind regards,
Aaron Jarden
The Open Polytechnic of New Zealand
aaron@jarden.co.nz

Aaron Jarden.
<http://www.internationaljournalofwellbeing.org>

Reviewer 1

Youth Wellbeing in School: A conceptual model

Whilst a framework of Student wellbeing derived from a multidisciplinary literature review is a welcome addition to the field, the paper lacks clarity and focus that will help judge the validity of the model. At least two options exist for addressing this, either the paper focus on providing enough evidence to judge the validity of the model or to assess its application in the study mentioned (NZC) although I suspect this detail has already been published (however this anonymised citation is not in the reference list).

If the author then wishes to write about the development of the model then more information is needed about how the literature review was conducted to arrive at the model. What were descriptors and criteria for selection of the literature?

How was the data extracted and the appraisal process? What synthesis needed to occur?

There is also a lack of critical judgement about some of the literature cited. For example WHO health promoting schools is not synonymous with Coordinated school health. The differences need to be established. **The point was to show that wellbeing is broadly defined – they are different, and the reader should go hunt down the citations to figure out how?**

The apparent focus of the use of the model is to “broaden the application” yet the final page includes the statement that the model will help “enact curriculum and communicate about wellbeing” a very narrow focus. **I don’t think these aims have to exist independently**

Description of the use of the model lacks clarity. Page 8 reports that the model includes a set of “domain indicators”, but it is unclear what the indicators are. **Include table?**

Page 2 has labels of categories and domains, Yet page 3 has the heading SWBM Indicators that are detailed descriptions. Usually indicators are far more specific. Additionally page 9 states schools should develop their own indicators. **I feel like this is ok – indicators can be broad or narrow, the former if schools are the ones to develop their own – so maybe a different term than indicators?**

It is not good scholarship to be presenting a sentence as a ‘statement of the art’ judgement when the article cited is a decade old (page 1 Konu and Rimpela). **I’m not sure what this comment is about**

Typographical/ Grammatical queries

Abstract. The term ‘growth minded system’ used in the abstract needs to be defined when it is used in the text of the paper.

Page

3. ‘pastor care’, should this be pastoral? **Yes, edited**

4. ‘agentive’, is this an adjective meaning having a ‘sense of agency’? **a developed sense of autonomy and agency**

5. ‘moral to molecular’, meaning? **Meant to write molar to the molecular, but have since changed**

6. ‘youths’, should this be (young peoples’)? **To stay consistent, youth**

7. The sentence about 'efficiency' is not connected to the heading 'Functioning' and the meaning is only referenced by a personal communication. **Specifically cited**

Reviewer 2

Impressive background reading/ bibliography – some highly regarded researchers and writers well known in school settings, a few missing I would have thought worthy of considering e.g. Keith Tudor, L Stoll & Fink, Katherine Weare, Bonnie Benard, Emmy Werner, Kate Thomson, Jack Pransky, Tom Schuler.....

Limited NZ researchers and writers in the area of student wellbeing and NZC (HPE Curriculum) – Gillian Tasker, Jenny Robertson,

Limited acknowledgement of the work being done and has been done- Peter Watson and Simon Denney – Youth 2000 and Youth 2007 – huge consultation with young people in secondary schools in NZ about all aspects of wellbeing not just physical health and academic achievement but the holistic view of wellbeing. Other research also been done with young people getting perspectives on wellbeing. Other research - Ministry of Youth Development, NZCER – SET articles, Secondary Futures work – looked at education in the future – some great research came out that was NZ specific , Jane Gilbert has done a great deal of work in education for the future encompassing whole wellbeing , John Hattie etc etc

Also limited cultural perspective – work of Mason Durie was mentioned however nothing regarding Russel Bishop, Angus MacFarlane, Rose Pere and model of wellbeing – Te Wheke – jus to name a few

Other areas also worthy of considering – Mindmatters in Australia, NZ Mental Health Foundation, SPINZ

Introduction – some rather bold statements made regarding how 'education circles' view wellbeing. Some mention made of HPE Curriculum but no discussion on the concept of wellbeing – Hauora. This is a very strong concept that not only focuses on teaching and learning context but also whole school health promotion. The Ministry of Education funded a Professional Learning contract that was delivered to school across New Zealand through the six universities School Support Services– primary through to secondary school from 2002- 2009. This contract was titled 'Whole School Professional Development for Student Wellbeing- Mental Health Education' Key focus building a resilient school community –e.g. suicide prevention, addressing bullying, relationships, coping with change loss and grief etc etc. This work involved whole school approach – student, parent and staff consultation, curriculum deliver, pedagogy, policy development, community education, school organization, school culture and ethos, professional learning needs, leadership, peer education, pastoral care, support structures, community links. These contracts focused on building sustainable practices in schools and involved approx 100 schools per year – schools also had to gather data both qualitative and quantitative – it was not just 'health' data or achievement data. **I guess my sense is these are 'fixing' models of existing problems, not 'positive education' approaches that build upon strengths/assets/ appraisals/actions and aims**

Currently existing in the HPE curriculum is the model of wellbeing as already mentioned – this model looks at four dimensions – spiritual wellbeing, social wellbeing, mental and emotional wellbeing and physical wellbeing – many schools have adopted this model through a whole school approach and can be

sighted in many strategic plans and mission statements – of course still a great deal more work to be done schools are making the shift.

Adapted model shared – more contextual examples needed from the school setting – what it could look like – interesting no mention of the role of critical reflection, - some of the sentence structure clumsy on page 2. Top page 3 – wellbeing is also influenced by past experiences and how these are dealt with – not mentioned.

Unpacking the wellbeing assets;

Having – last few sentences in first paragraph – not only are students staying at school because of current economic times but also schools are being tasked to more effectively meet the needs of all learners – Secondary Futures work as well as research e.g. Adrienne Alton Lee..... need to also consider the voice of young people – why are they staying at school??? Some work has been done on this in NZ and it is not only because of jobs.

Bottom paragraph page 3 – used the work ‘qualified teachers’ I would replace with quality or effective teachers

Being - great last paragraph – totally agree

Relating – limited cultural perspective also what about sexual orientation – a really important area schools need address more effectively and inclusively

Unpacking the Wellbeing Appraisals;

Thinking - first paragraph – mindfulness training is being trialled in some schools,

What about meta-cognition and the importance of learning about learning

Generalisation last paragraph – some secondary schools are exploring new ways to respond to student needs and moving away from the traditional compartmentalized curriculum delivery.

Feeling –page 6 1st paragraph – comment re ‘NZC reflects only minimal attention to affectiveInternational student population – an inaccurate and sweeping statement - what evidence supports this belief?? Paragraph 2 – “private” life”public” life again a very broad statement – what NZ evidence supports this???

Striving – first paragraph – research suggests..... NZ research included? Term life long learner – work from Secondary Futures supports notion of life long – life wide learning a great model that supports learning in all its dimensions – work of Secondary Futures did inform NZC

Important to also consider the prevention focus in developing a wellbeing model and implementing it

Some great points made – but believe needs to be a greater investigation in to NZ research, school setting examples from NZ, student voice as well as parent/guardian/teacher voice and practical examples of how this conceptual model can be implemented in a school setting using effective change leadership principles.

8. *Journal of Positive Psychology*. Rejected with kindness

15-Apr-2012

Dear Ms Soutter:

I have now received three reviews of your manuscript, *Youth Wellbeing in School: A Conceptual Model*. The reviews are appended at the bottom of this e-mail. After weighing the reviews and my own evaluation of the paper, I am sorry to have to deliver the unpleasant editorial news that I must decline to accept this paper for publication in *The Journal of Positive Psychology*.

As you will see when you read the reviews, the reviewers were positive about the goals of your project and they felt that your student wellbeing model (SWBM) captured important aspects of wellbeing in youth, but they felt that the paper had some significant shortcomings. In particular, the reviewers noted that the manuscript included little review of major theoretical models of wellbeing in youth and little review of empirical research related to the components of the model. In addition, the reviewers felt that the paper would be strengthened by more discussion of the interrelationships between the different components of the model (the connections described in figure 1) and by including more detail on the methods and findings from your group's research with students and teachers that has informed this model. It would be helpful to make clearer how the SWBM models fits with other major models of youth wellbeing and which aspects of the model are unique or novel. Finally, it will help to make clearer how the SWBM can inform and advance future research on student wellbeing.

I agree with the reviewers' comments. All 3 reviewers have expertise in youth wellbeing and/or school-based research. I expect that you will find their suggestions helpful if you decide to revise this manuscript for submission to another journal, and also as you continue your work in this area.

I wish you well with your work, and I am sorry to be the bearer of bad news. I do, however, think that your area of inquiry is interesting and want to encourage you to pursue it.

Sincerely,

Dr Jane Gillham

Associate Editor, *The Journal of Positive Psychology*

jgillha1@swarthmore.edu

Reviewer(s)' Comments to Author:

Reviewer: 1

Comments to the Author

Thank you for inviting me to review "Youth wellbeing in school: A conceptual model".

The paper is a theoretical piece that describes the Student Wellbeing Model (SWBM). The aim is to demonstrate how the broader categories and domains included in the SWBM offer educators a framework from which to develop specific criteria for wellbeing appropriate for academic, social and cultural milieu of individual schools. My comments on the manuscript are as follows:

Introduction:

- In paragraph two the authors note that Seligman's 2009 work provides a bridge from positive psychological research to educational practice.
 - o The Seligman reference is presented incorrectly on page 4, line 6
 - o The two sentences that begin on page 4, line 4 to page 4, line 19 are awkward and incomplete and the second sentence requires a reference.
- The authors note that the SWBM is the result of an extensive literature review, a critical analysis of formal education statements, and an in-depth study of students' and teachers' educational experiences.
 - o The authors do not provide any details of any of the research procedures adopted for the collection of the data used to inform the creation of the SWBM model.
 - o The authors state that the foundation of the SWBM model is from the fields of philosophy, economics, psychology, sociology, and the health sciences, but fail to provide a review of this literature and cite only one reference directly.

The student wellbeing model:

- It would appear that the structure of the model has been adapted from Parrot's (2002) model of a complex system and therefore is not an original theoretical conceptualisation of how the considered variables interact.
- The specific criteria used to describe the seven domains of the SWBM have been heavily informed by New Zealand's (NZ) educational mandates and a cohort of NZ secondary school students and teachers.
 - o The authors fail to provide any information about the cohort or the procedure used to collect and analyse the data.
 - o Generalizability of the information is limited given the esoteric nature of the data used to inform the model; i.e., the theoretical model and review of the literature would likely be of specific interest to educationalists and policy makers in NZ.
- The authors review each of the seven domains of the model and discuss, and provide examples of, how they are defined in the school context, however they fail to adequately demonstrate the applicability of this information on a broader scale; i.e., outside of NZ

Overall manuscript:

- The manuscript is well written and clearly presented, however it fails to adequately review or integrate empirical findings from the literature.
- A major concern is the failure to present the methodology adopted to conduct the review or analyse the data used to inform the model.
- As the structure of the model is adapted and there is no evidence from the material consulted to form the conceptual framework, not enough substantive evidence has been provided for the basis of the model.
- The theoretical model and subsequent discussion presented is likely of considerable interest to

educators in NZ, but in its current form does not make a significant contribution to the knowledge in this area on a broad scale.

Reviewer: 2

Comments to the Author

The authors of this paper offer a new conceptual model for youth well-being that is designed to more fully account for what it means to do well in school. The authors are correct that there is increased awareness that school well-being involves more than just success in traditional academic disciplines. Below I list some concerns that limit my enthusiasm for the paper.

My chief concern is that I am not convinced that the authors have offered a conceptual model that will advance the field. When considering figure 1, and the accompanying explanations, **I am not clear how scholars could test this model**. It is also not clear **how other known constructs of importance fit with the model**.

Related to the point above, the terms in the figure are too abstract. Even the definition of well-being is very abstract. **I am not sure what is meant by “... complex, adaptive, growth-minded (learning) system, with emergent, nested properties”**. (see page 5). Similarly, the other terms in the figure need to be more fully rooted in the extant literature. For example, what is gained by referring to SES (as an example) as “having”? It seems that a lot of what is happening in the paper **involved redefining terms that are used in the literature**. To be more useful to the field, the authors **need to more clearly state what is new and then they need to more fully outline a plan of research that will address the most critical questions**.

Reviewer: 3

Comments to the Author

My personal area of expertise is the design, implementation and evaluation of in-school and after-school programs to support positive youth development, so I am sympathetic to the authors' efforts to promote a comprehensive model of youth wellbeing within the school context. The model is ambitious, and I applaud the authors for their multi-disciplinary approach. In reviewing the paper, I focused on two key considerations: 1) **The clarity and integrity of the model**; and 2) **The value of the model as a source of guidance for future research and practice to advance the field of positive youth development and wellbeing**. I describe my general impressions with regard to these points then provide a few more specific comments and suggestions.

Clarity and integrity of the model.

The seven components identified by the authors seem reasonable and consistent with the literature on positive youth development and wellbeing. For the most part, the authors provided adequate description of each component (please see enumerated comments below for more specific feedback). My concern is that there **is too little discussion about the relationships between and among the various components**, represented by the many arrows in Figure 1. For example, how are the components “mutually enhancing and interdependent”? What do the feedback loops look like, and what are their implications? **Additional explanation and clear examples would strengthen the paper considerably** (see item 1 in the enumerated comments below).

Implications for research and practice.

I felt that the message the authors convey regarding the complex, dynamic, and comprehensive nature of youth wellbeing seems at odds with the simpler suggestions and examples they provide for how the model might be implemented within schools. They seem to focus on curriculum-level reforms (the

mathematics example on pages 20-21 reflects this), but I strongly believe that to be effective, classroom change will need to be part of a broader structural or even cultural change within schools. I think the practical value of the model would be more convincing if the authors could comment even briefly on what they view as obstacles to the model's implementation and the minimum and/or ideal level of reform required to overcome these challenges. I realize that this is not a policy piece and space is limited, but without such commentary, I worry that the model could be dismissed as unrealistic. Also helpful would be a brief assessment of the most pressing areas for future research to refine or validate the model.

Additional comments and suggestions.

(Please note that the page numbers I provide are from the JPP header, which are one page ahead of those in the footer of the manuscript):

1. On page 6, as you introduce the model, you describe student wellbeing as “a complex, adaptive, growth-minded (learning) system, with emergent, nested properties” and direct the reader to a separate source for a discussion of these terms. As a reader, I would greatly appreciate having the terms discussed more explicitly here, particularly with regard to how you see them applying to this specific model. These are the concepts/properties that separate a meaningful conceptual model from a literature review of important domains of wellbeing, and I found myself wanting to learn more about your perspectives on this. I feel similarly about sentences such as “complex systems like this are characterised by properties of emergence; they are self-organizing entities dynamically changing in and learning from the local and broader environment” (p. 6) and “elements of a complex system typically act in a ‘random-but-predictable manner’” (pp. 6-7).
2. On page 8, I needed more clarification about the debate concerning the term “paradoxical” (line 19) to describe the relationship between wealth and wellbeing. Is the idea that most people would predict wealth and wellbeing would be positively associated, but this is not always the case?
3. There needs to be a clearer transition between paragraphs 1 and 2 on page 8. How does the trend toward continued schooling relate to having?
4. Perhaps you could capitalize the individual components as you mention them throughout, for example, “Having” on page 7, line 53?
5. I am unclear about your conception of “being.” I thought at first it was equivalent to identity, but by the end of the section, I interpreted it to include all individual attributes – individual skills, knowledge, attitudes, etc. – past, present, and future. Is this correct? Is this also the place where you would include physical health? It would be helpful to have some clarification.
6. In the first full paragraph on page 10, does “reality” refer to one’s self-concept?
7. I understood the model to be meant for students representing a wide age range. The first paragraph on page 10 seemed to describe approaches most appropriate for older youth. I felt the same when reading the first full paragraph on page 11. It might be helpful to note the importance of being sensitive to developmental stage.
8. In the section on relating well, it would seem important to acknowledge the role of peer relationships, particularly for older youth.

9. It might be worth noting that your description of thinking (page 12) is closely aligned with articulations of key 21st century skills, which might appeal to educators.
10. In the first full paragraph of page 14, it is unclear to me what you mean by “celebrated.” Maybe “acknowledged” or “recognized”?
11. I was confused by the example you provide in the first paragraph of page 20. In the last sentence, does “these numbers” refer to specific dollar amounts spent on specific categories of resources? Is the pronoun “their” meant to refer to the students? If so, how do the students’ appraisals of funding allocations translate to a measure of wellbeing?
12. On page 20, first full paragraph, it is not clear to me the purpose of asking youth to share their own conceptions of wellbeing. Is it to adjust the model according to the desires of youth within a particular school? Is the process of asking youth to define wellbeing part of the strategy to support wellbeing?
13. With regard to the mathematics example you provide (pp. 20-21), I think it would be helpful for you to incorporate the language of your model. Specifically, you write, “To complement existing assessments, students could be asked to discuss how their mathematics performance relates to how they are feeling, and how those affective states impact on their approach to or analysis of a given problem.” Is this the same as asking youth to make “appraisals” and to apply them to their “actions” or “functioning”?